

GRAMMAR

BOOK FOUR



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GRAMMAR

BOOK FOUR

BY

ARTHUR C. PERRY, JR.

DISTRICT SUPERINTENDENT OF SCHOOLS, NEW YORK CITY

AND

ANDREW E. EICHMANN

PRINCIPAL, PUBLIC SCHOOL NINETY-SEVEN, BROOKLYN
NEW YORK CITY



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PREFACE

This grammar, of which the present volume is the fourth in a series of four, is a practical working text-book for pupils of elementary-school grade. It provides a wealth of exercises arranged in logical sequence such as to make the mastery of grammar comparatively easy and the demands on the teacher relatively light. The inductive method is inherent; both teacher and pupil are forced to this form of reasoning by the method of presentation and the very nature and order of the exercises.

The inductive method takes the form of asking the pupil to *observe* a number of particular instances illustrating the topic, to *note* the generalization based on these instances, and to *apply* the generalization to exercises, an example of which is given when deemed advisable.

It is assumed that the teacher knows how to teach, how to present new matter, how to review and to drill, and how to teach pupils to study. Her chief need is a liberal supply of material. In this series exercises are given in profusion, and the space on the page is used to the maximum consistent with artistic typography. No teacher, however, should be appalled by the quantity of material offered. She may not use it all, but it is here if she wants it. A striking feature is that most of it lends itself readily for use in the study period, group work, and homework.

Definitions and rules are given in matters essential only. They may be memorized as the work proceeds; for the convenience of the student they are collated at the end of the volume. Rigid classification is avoided designedly and for two reasons: first, students of elementary-school age do not seize the finer grammatical distinctions—the elementary school is no place for discriminations about which the masters quarrel; second, children enter into the

grammatical spirit only by the concrete use of the properly selected sentence copiously illustrated. The technical names of the parts of speech, etc., are frankly used as soon as the need arises; the pupil is not "babied," so to speak, by calling a *noun* a *name word*.

The *verbal* is treated as a part of speech; the result is that the pupil can classify every word in the language as some part of speech. The circumlocutions and complexities involved in the usual presentation of the topic are thus avoided, and the finer distinctions postponed to the student's high-school and college periods. It is believed that the present treatment of the *verbal* and the *verbal phrase* will clear the path of both teacher and pupil in dealing with these ordinarily troublesome elements in English grammar.

It is assumed that pupils have studied certain elements of composition that are anticipatory of grammar study—simple rules of punctuation, capitalization, and spelling. These rules are reviewed by way of preparation for the presentation of more advanced rules.

It is felt that pupils profit by setting forth in formal order their analysis of a sentence. Hence the form of *verbal analysis* is frequently given. Graphic presentation makes a special appeal, and hence the verbal analysis is supplemented by forms of *graphic analysis*, a term which is regarded as more desirable than the traditional *diagramming*. While graphic analysis is not the end of grammar study, its inherent interest makes it a valuable accessory. The system here used—an original device—is simple and its rationale so obvious that the structure of the sentence appears at a glance. The distinction between entire subject and entire predicate seen in the simplest sentence is maintained even in the most complex; the lines are either vertical or horizontal, light or heavy, dotted or full; every word is written in the familiar direction and is frequently parsed by its very position in the graph.

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TO THE TEACHER

1. Please read the **PREFACE** to this book.
2. Please note the following arrangement of this book:
 - a. The material is divided into **Topics**, by number.
 - b. The usual arrangement of the material under each topic is:
 1. The word **Observe** followed by instances (lettered *a, b, c*, etc.) illustrating the point of the topic.
 2. The word **Note** calling attention to the point.
 3. A **RULE** or **DEFINITION** if one has been developed.
 4. Exercises, numbered consecutively throughout the topic, but grouped under A, B, C, etc. Unless otherwise specified, the directions to pupils apply to the exercises that immediately follow.
 5. An **Example**, illustrating the exercise, if one is needed.
 6. An illustration of **VERBAL** (oral or written) **ANALYSIS**, when needed.
 7. An illustration of **GRAPHIC ANALYSIS**, when needed.
 8. **SUPPLEMENTARY** exercises which may be used in a variety of ways:
 - a. When a class is working through the regular exercises there will ordinarily be a number of pupils who proceed faster than the average; when they finish the regular exercises they may continue to the **SUPPLEMENTARY** and work as many of these as possible while the rest of the class is finishing the regular work.
 - b. At the opening or close of a lesson the teacher will probably have a rapid review of some preceding lesson. This may be expedited by using the **Supplementary** material given in connection with the topic to be reviewed.
 - c. For a review extending over a number of topics the class can be taken rapidly over the **Supplementary** material for each; e.g., "take the first four exercises in each group," or "the odd-numbered exercises," or "the last three exercises."
3. Please note that preceding each topic there is often a number in parenthesis. This refers to the page on which the topic was last treated. The number in parenthesis following the topic indicates the page on which the topic is next treated.

GRAMMAR

BOOK FOUR

Topic 1. THE PART OF SPEECH.

(A Review)

Observe:

- a. The air cleared as the gnats dispersed.*
- b. My ebony stick is as black as jet.*
- c. I like such pies as mother makes.*

Note that *as*, sentence *a*, is a *conjunction* connecting two clauses; in *b* it is an *adverb* modifying *black*; in *c* it is a relative *pronoun* whose antecedent is *pies*.

A word is classified as a particular part of speech according to its use in the sentence.

A. Build sentences using the word as the part of speech indicated at the head of the column:

| | <i>Noun*</i> | <i>Pro- noun</i> | <i>Verb</i> | <i>Adjec- tive</i> | <i>Adverb</i> | <i>Prepo- sition</i> | <i>Conjunc- tion</i> | <i>Inter- jection</i> |
|-----|--------------|----------------------|-------------|------------------------|---------------|--------------------------|--------------------------|---------------------------|
| 1. | that | that | _____ | that | _____ | _____ | that | _____ |
| 2. | what | what | _____ | what | _____ | _____ | _____ | what |
| 3. | while | _____ | while | _____ | _____ | _____ | while | _____ |
| 4. | like | _____ | like | like | _____ | like | _____ | _____ |
| 5. | about | _____ | _____ | _____ | about | about | _____ | _____ |
| 6. | above | _____ | _____ | _____ | above | above | _____ | _____ |
| 7. | but | _____ | _____ | _____ | but | but | but | _____ |
| 8. | more | _____ | _____ | more | more | _____ | _____ | more |
| 9. | still | _____ | still | still | still | _____ | still | still |
| 10. | well | _____ | well | well | well | _____ | _____ | well |
| 11. | since | _____ | _____ | _____ | since | since | since | _____ |
| 12. | after | _____ | _____ | after | after | after | _____ | _____ |

* Note that every word in the language can be used as a *noun*.

B. Parse the underscored word:

13. Beware of the man that flatters you.
14. Our boys died that liberty might live.
15. That death is the hero's crowning achievement.
16. Stand your ground, ye noble braves!
17. Twice they braved the cavalry charge.
18. Who conquers himself is truly brave.
19. All members must conform to the club's rules.
20. Upon my honor, this is my all.
21. Alas, the doctor arrived all too late!
22. Regularly, the ranchmen round up their cattle.
23. Honors were fairly well divided in the ninth round.
24. Two big bees buzzed round that sunflower.

C. Parse every word in each sentence in Exercise B and give its syntax.

Example:

Rosewood is quite as rare as mahogany.

Rosewood: noun, common, third, singular, neuter, nominative.

is: verb, being, indicative, present, agrees with *Rosewood* in person and number.

quite: adverb, degree.

as: adverb, degree.

rare: adjective, descriptive.

as: conjunction, subordinate.

mahogany: noun, common, third, singular, neuter, nominative.

(*mahogany* is nominative because used in a comparison.)

VERBAL ANALYSIS**D. Analyze verbally each sentence in Exercise B.****Example:**

Rosewood is quite as rare as mahogany.

- I. *Rosewood is quite as rare as mahogany.*
- II. Simple declarative sentence.

III. Subject: *Rosewood*.

IV. Predicate: *is*.

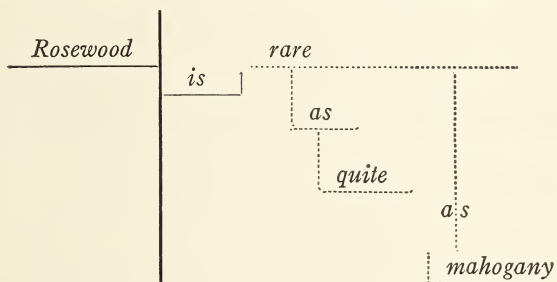
V. Predicate adjective: *rare* modified by adverb *as*, itself modified by adverb *quite*, connected with *mahogany* by conjunction *as*.

GRAPHIC ANALYSIS

E. Analyze graphically each sentence in Exercise B.

Example:

Rosewood is quite as rare as mahogany.



(Note that *as*, the adverb, like all modifiers, is on a modifying (dotted) line; that *as*, the subordinate conjunction, crosses the conjunction line to indicate where the comparison is made.)

Topic 2. THE PHRASE. (26)

(A Review)

A. Change into phrase form:

Example:

immensely long bridge
a bridge of immense length

- | | |
|-----------------------|-----------------------|
| 1. boundless ocean | 6. iron girders |
| 2. dressed tastefully | 7. my uncle's forge |
| 3. clayey bungalows | 8. legally tried |
| 4. water sports | 9. Toledo express |
| 5. numberless stars | 10. homeless children |

- | | |
|-------------------------------|--------------------------|
| 11. a man seventy years old | 16. keen-sighted animals |
| 12. mountains enormously high | 17. Lithuanian dialects |
| 13. working vigorously | 18. northwest gale |
| 14. skyward movement | 19. sea-side settlement |
| 15. evening rambles | 20. illimitable sky |

B. Build a sentence using each phrase formed in Exercise A; then tell which the phrase is—adjective or adverbial.

Example:

a bridge of immense length

At St. Louis, the Mississippi is crossed by a bridge of immense length.

Adjective phrase

C. Change the phrase into a single part of speech with modifier:

Example:

punished with severity

severely punished

- | | |
|---------------------------|----------------------------------|
| 21. flowers of autumn | 31. handles of deer horn |
| 22. a city in ruins | 32. fish without scales |
| 23. hoops of steel | 33. plants with flowers |
| 24. times of riot | 34. a visit from my brother |
| 25. words of weight | 35. listened with attention |
| 26. speaks with fluency | 36. a pass over the mountains |
| 27. valleys without trees | 37. magazines with illustrations |
| 28. a trip to the West | 38. a stone of great value |
| 29. tea from Ceylon | 39. a gulf without a bottom |
| 30. hours of weariness | 40. a rhyme of nonsense |

D. Build sentences using the expression formed from each phrase in Exercise C.

Example:

severely punished

Counterfeiting should be severely punished.

Topic 3. THE CLAUSE.

(A Review)

A. Recast the sentence, changing the underscored modifier first into a phrase, then into a clause; and tell which the clause is—adjective or adverbial:

Example:

Solomon's Temple was the greatest edifice of the Hebraic Period.

The Temple of Solomon was the greatest edifice of the Hebraic Period.

The Temple which Solomon built was the greatest edifice of the Hebraic Period.

Adjective clause

1. The Australian natives fight with a boomerang.
2. Medical students have long periods for study.
3. In modern structure, steel girders are a necessity.
4. Among many nations, the Bible is an invaluable classic.
5. Many a true word is spoken jestingly.
6. The executioners cast lots for his seamless garment.
7. A good man's life often teaches more than his words.
8. The voracious hog is fond of the oak's little fruit.
9. Lincoln's "Gettysburg Address" is one of the gems of American literature.
10. During Roosevelt's presidency, envoys from Russia and Japan met at Portsmouth.

B. Recast the sentence, changing the underscored into a nounal clause:

Example:

In youth we should anticipate the needs of old age.

In youth we should anticipate what we need in old age.

11. You may hope for the success of this project.
12. His explanation was far from satisfactory.
13. The secret of Angelo's success was his fidelity to little things.

14. My neighbor's age, or his wife's either, is no concern of mine.
15. The court stenographer took down the witness' testimony.
16. To qualify for that position your size is of no importance.
17. Many of Socrates's sayings have become immortal.
18. In the end, my decision proved the very best thing.
19. Health as a blessing need not be discussed with a sick man.
20. I could have worshipped Jack before I learned of his selfishness.

C. Analyze verbally:

Example:

Whether my skin is white or black is unimportant before the law.

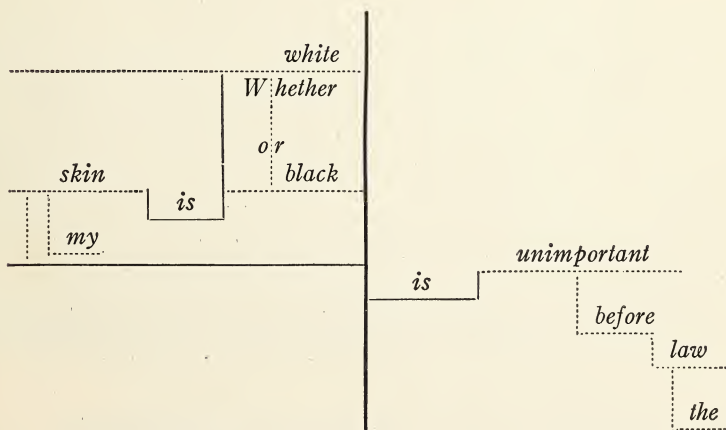
- I. *Whether my skin is white or black is unimportant before the law.*
 - II. Complex declarative sentence.
 - III. Subject: nounal clause *Whether my skin is white or black.*
 - IV. Predicate: *is.*
 - V. Predicate adjective: *unimportant* modified by adverbial phrase *before the law*; chief word, noun *law* modified by adjective *the*, introduced by preposition *before*.
 - VI. Nounal clause, subject: noun *skin* modified by pronoun *my*.
 - VII. Predicate: *is.*
 - VIII. Predicate adjectives: *white, black*, connected by conjunction *whether . . . or.*
21. That money makes the mare go is a very old adage.
 22. Three may keep a secret when two of them are dead.
 23. Example is better than precept; inspiration is better than instruction.
 24. The enduring glory of the colonists is that they upheld the rights of man.
 25. When faith is lost, when honor is lost, the man is dead.
 26. The wild flower grows where none but God bestows his care.
 27. Can you respect a man that has no convictions?

28. The little wind-flower lifts its delicate form, bends its slender neck, and blushes with its own beauty.
29. If a man keeps his purse in his head, no one can take it from him.
30. Who can tell what delights the springtime brings to all the tiny folks in the field!
31. I slept and dreamed that life was Beauty.
I woke and found that life was Duty.
32. When you can pipe that merry old strain, Robert of Lincoln, come back again.
33. Remember always that trifles make perfection, and that perfection is no trifle.
34. He who has a thousand friends
Has not a friend to spare;
And he who has an enemy
Shall meet him everywhere.

D. Analyze graphically each sentence in Exercise C.

Example:

Whether my skin is white or black is unimportant before the law.



SUPPLEMENTARY

E. Name each phrase in the selection:

(See picture on opposite page.)

CHATEAU GAILLARD

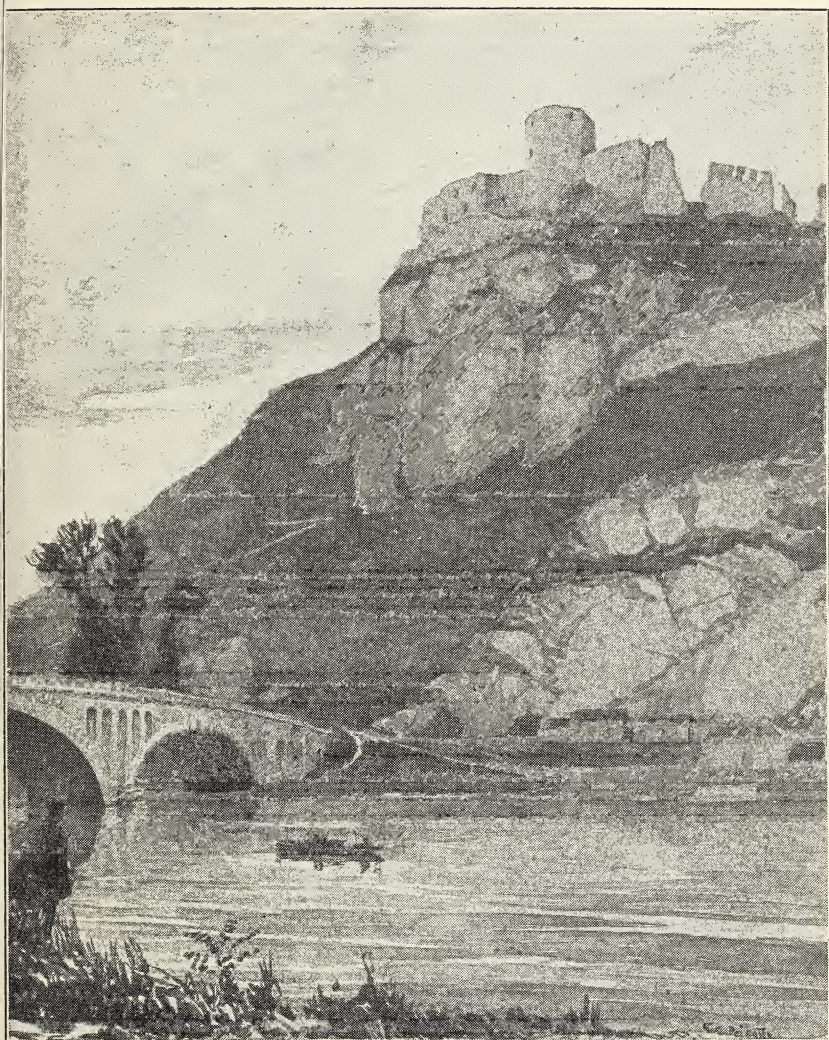
A thousand people pass under the bridge that spans the Seine at Les Andelys; perhaps not one of them can tell more than the bare name of the ruin on the cliff close by. Yet for more than seven hundred years the old Chateau Gaillard has been silently blazing the memory of a unique character in history, one whose name is destined to stay till the end of time—Richard I, Cœur de Lion, Duke of Normandy, King of England.

The early Normans were born marauders, and to maintain themselves in the conquered territories of France and England, their feudal masters built strongly entrenched massive structures, resembling fortresses rather than residences. Usually they were implanted on a bluff difficult of access or on an island in a lake. The earlier type of structure consists of a massive tower or "donjon," standing in the middle or at one side of a court, surrounded by a high wall with an exterior moat crossed at the one fortified entrance-gate by a draw-bridge. The gate defended by towers was closed by a portcullis raised or lowered by chains and weights. Before the invention of cannon the older fortresses differed radically from the modern in this respect that the attack and defense of the works were vertical.

Chateau Gaillard was built in 1197 by Richard Cœur de Lion. The castle proper represents in plan a circle of waved outline of massive masonry. Outside rise flanking towers and on the river side of the circle stands the huge, almost cylindrical, donjon with walls fifteen feet thick.

As to the life within these walls, the story runs parallel with the pictures of chivalrous times in Castle Coningsburgh, so beautifully described in Scott's "Ivanhoe."

F. Name each clause in the selection in Exercise E.

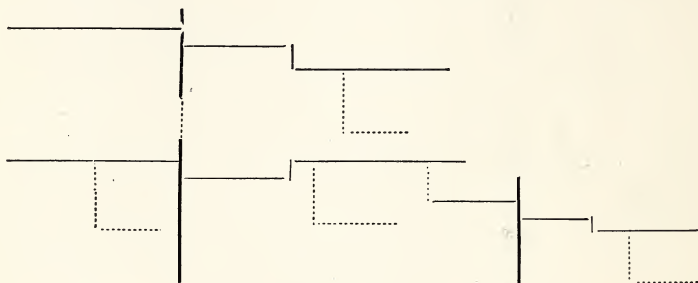


Topic 4. SYNTHESIS.

(A Review)

A. Construct a sentence for which the outline provides the proper graphic analysis:

Example:



Sin has many tools, but a lie is the handle that fits them all.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

Topic 5. THE VERBAL. (14)

The parts of speech already learned are: noun, pronoun, verb, adjective, adverb, preposition, conjunction, interjection.

Observe:

a. *The boy, playing, was injured.*

b. *To play is a baby's only pastime.*

Note, in sentence *a*, the word *playing*. At first sight it might be taken for a verb. It does indeed come from the verb *play*; but the sentence does not say, *The boy plays*, or *The boy is playing*. *Playing*, like the verb *play*, deals with action; but here it does not assert the action about the boy—what is asserted about the boy is that he *was injured*. It is only taken for granted, or *implied*, that he was injured *while* playing. The word *playing* is here used not as a verb nor as any other part of speech already studied. It is a *verbal*; so called because derived from the verb.

Note, in sentence *b*, *To play* also has the appearance of a verb, and does come from the verb *play*; but it does not *assert* any action or being about any person or thing. It speaks of the action *play* only in a general way. It, too, is a *verbal*.

DEFINITION: A word is a verbal when it is a verb-form used not to assert action or being, but merely to imply it or speak of it in a general way.

There are two classes of verbals:

(1) Verbals in which the verb-form is introduced by *to*; e.g.,
to play, to have played; to be, to have been.

This class is the *infinitive*.

(2) Verbals ending in *ing*, *ed*, or the irregular endings of the verb; e.g.,

playing, played, having played; being, been, having been.

This class is the *participle*.

A. Name the verbal and tell which it is—participle or infinitive:

1. To fight without cause is to act the tough.
2. I once saw a dog fighting a ferocious bull.
3. Picking buttercups and daisies was my delight.
4. I had to catch that train or lose my fortune.
5. To swim is an accomplishment all should acquire.
6. Eating too fast, the greedy poodle choked to death.
7. All our girls enjoy playing basket-ball and croquet.
8. Singing so sweetly, Edith charmed the whole school.
9. To eat until you are sick is to eat to excess.
10. There is a time to work and a time to play.
11. The plant commonly called nightshade is poisonous.
12. Truth crushed to earth shall rise again.
13. A word fitly spoken is a spark of divine fire.
14. Do you know how to discern a good book?
15. Four ships anchored in the harbor carried tea.
16. The first and worst of all frauds is to cheat oneself.
17. Traveling after fortune is not the way to secure it.
18. Every attempt to recover lost time is in vain.
19. America is a refuge for the suffering and oppressed.
20. Sweeping and eddying rose the belated tide.
21. Do with all your might whatever you have to do.
22. To relieve the wretched was his only concern.
23. In keeping His commandments there is great reward.
24. It is cowardly to beat a cripple.
25. "Up rose old Barbara Frietchie then,
Bowed with her four-score years and ten."

Observe:

- c. Sixteen planes are flying in that race.
- d. The flying parson won the great race.
- e. Aeroplane flying has become popular.

Note that the word *flying* appears in all three sentences. It has the form of a verb and looks like a participle, yet it is not used as a verbal. In sentence *c*, *flying*, together with its auxiliary *are*, is the predicate of the sentence, and is therefore a verb. In sentence *d*, *flying* merely describes *parson*, and is therefore an adjective. In sentence *e*, *flying* is the name of something—a form of sport or exercise—and is therefore a noun.

Participles must not be confounded with verb-forms that are used as verbs, nouns, or adjectives.

(There is no such caution needed for infinitives, because the infinitive form of the verb is always a verbal.)

B. Tell what part of speech the underscored word is:

26. These dogs are fighting for a bone.
27. Fighting his way, my dog got the bone.
28. Fighting dogs have dirty coats.
29. Fighting is not one of the refined sports.
30. Warren fell, fighting to the last.
31. Fishing is a very healthful exercise.
32. To fish successfully may require much patience.
33. Near the Barnegat, some picnickers were fishing.
34. Fishing in this bay, you violated the law.
35. On the bank lay a heap of fishing-nets.
36. I fear your writing is not improving.
37. You need some additional writing lessons.
38. A mysterious hand was writing on the wall.
39. Do you find it hard to write a letter?
40. Maud made a living by writing letters for patrons.
41. Shooting requires good sight and steady nerves.
42. The Bible speaks of angels walking down a ladder.
43. Caleb's house was fast burning to the ground.

(11) Topic 6. THE VERBAL: The Infinitive. (18)

Observe:

a. *To laugh in church is disrespectful.*b. *To have laughed in church would have been disrespectful.*

Note that *to laugh* and *to have laughed* are verbals, and that each is an infinitive.

Note that the infinitive *to laugh*, sentence a, is the present-tense form of the verb *laugh*. Hence the infinitive *to laugh* is called the *present infinitive*.

Note that the infinitive *to have laughed*, sentence b, is the present-perfect-tense form of the verb *laugh*. Hence the infinitive *to have laughed* is called the *present-perfect infinitive*.

The infinitive may be present or present-perfect.

A. Name the present infinitive and the present-perfect infinitive:

Example:

| | | eat | |
|---------|---------------|----------|----------------------|
| | <i>to eat</i> | | <i>to have eaten</i> |
| 1. do | 7. hurt | 13. dig | 19. throw |
| 2. say | 8. bite | 14. give | 20. teach |
| 3. buy | 9. burn | 15. meet | 21. build |
| 4. win | 10. mean | 16. sink | 22. steal |
| 5. tell | 11. sing | 17. run | 23. strike |
| 6. lose | 12. take | 18. ring | 24. forget |

B. Construct two sentences, using the present infinitive and the present-perfect infinitive of each word in Exercise A.

Example:

speak

You are to speak your piece in public.

You were to have spoken your piece in public.

Observe:

- c. To play is restful.*
- d. Children need to play.*
- e. My advice is to play.*
- f. There were plenty of games to play.*
- g. Were there plenty of them to play?*
- h. Both teams came to play.*

Note the various uses of the infinitive. **Note** that in sentence *c* the infinitive *to play* is used as the subject. **Note** that in sentence *d* the infinitive *to play* is used as the object. **Note** that in sentence *e* the infinitive *to play* is used as the predicate nominative. **Note** that in sentence *f* the infinitive *to play* modifies *games*. **Note** that in sentence *g* the infinitive *to play* modifies *them*, a pronoun. **Note** that in sentence *h* the infinitive *to play* modifies *came*, a verb.

The infinitive may be used as subject, object, or predicate nominative, or as modifier of a noun, a pronoun, or a verb.

Observe:

- i. To walk briskly is wholesome.*
- j. To have walked briskly would have been wiser.*
- k. To walk with energy is wholesome.*
- l. To have walked with energy would have been wiser.*

Note that the infinitive may be modified. **Note** that *to walk* and *to have walked* are infinitives. **Note** that the present infinitive *to walk* is modified in sentence *i* by the adverb *briskly*, and in *k* by the adverbial phrase *with energy*. **Note** that the present-perfect infinitive *to have walked* is modified in sentence *j* by the adverb *briskly*, and in *l* by the adverbial phrase *with energy*.

The infinitive may be modified by an adverb or by an adverbial phrase.

C. Replace the dash by an appropriate infinitive:

25. The epidemic compelled me _____ the city.
26. The innocent are often made _____ with the guilty.
27. Cease _____ away your time, and be sensible.
28. _____ loyal to God is _____ loyal to one's country.
29. When we have nothing to say it is best _____ silent.
30. Elizabeth has learned _____ Spanish quite well.
31. My spaniel began _____ and _____ excitedly.
32. One way _____ our minds is _____ good books.
33. It is very easy indeed _____ fault.
34. Mrs. Jones sent her son _____ about your health and _____ you
a speedy recovery.
35. In November our summer birds begin _____ for the South.
36. Clarkson spent his money quicker than it took him _____ it.
37. Samuel hopes _____ college and _____ from it.
38. There seemed _____ nothing left but _____ our fate.
39. When the day begins, all nature seems _____.
40. A large audience came _____ the lecture.
41. Whatever Arthur attempted was sure _____.
42. Spring water near a barnyard is not fit _____.
43. It is better _____ patiently, than always _____.
44. The Indians long continued _____ the English settlements.

D. Analyze verbally:

Example:

In November our summer birds begin to fly south.

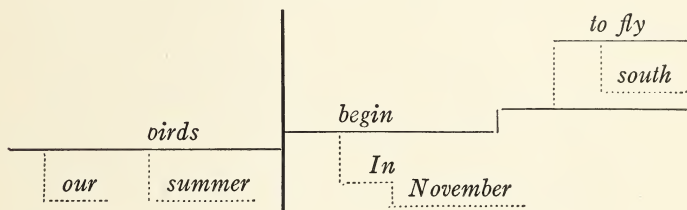
- I. *In November our summer birds begin to fly south.*
- II. Simple declarative sentence.
- III. Subject: noun *birds* modified by pronoun *our*, adjective *summer*.
- IV. Predicate: *begin* modified by adverbial phrase *In November*, chief
part noun *November* introduced by preposition *in*.
- V. Object: verbal *to fly* modified by adverb *south*.

45. To eat properly is a mark of good manners.
46. There is a time to work and a time to play.
47. Margaret wishes both to work and to play.
48. The dandelions seem to glow like golden disks.
49. Marcus's friends suspected he wanted to live quietly.
50. To see the world was Chester's great ambition.
51. Dr. Calvin's advice is not to eat between meals.
52. To sing well, or to recite well, is a great accomplishment.
53. In the whole borough there was not a single house to let.
54. After they had searched me, I was permitted to proceed.

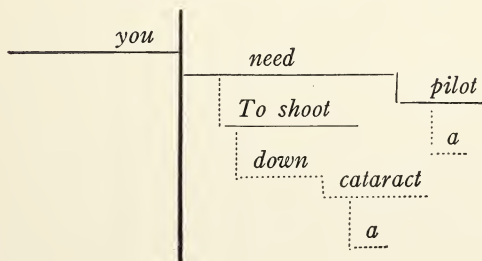
E. Analyze graphically each sentence in Exercise D.

Examples:

In November our summer birds begin to fly south.



To shoot down a cataract, you need a pilot.



(14) Topic 7. THE VERBAL: The Participle. (24)

Observe:

a. Water, freezing, is ice-cold.

b. Water, frozen, has turned to ice.

Note that *freezing* and *frozen* are verbals, and that each is a participle. **Note** that the participle *freezing*, sentence *a*, is the equivalent of the clause *while it is freezing*. In this clause *freezing* is the present-tense form of the verb. Hence the participle *freezing* is called the present participle.

Note that the participle *frozen*, sentence *b*, is the equivalent of the clause *after it has frozen*. In this clause *frozen* is the past-tense form of the verb. Hence the participle *frozen* is called the past participle.

The participle may be present or past.

Observe:

c. Philip, riding, amused the spectators.

d. He, wounded, was hurried off the field.

e. Philip's riding amused the spectators.

f. The spectators were amused by Philip's riding.

g. The amusing thing was Philip's riding.

Note the various uses of the participle. **Note** that in sentence *c* the participle *riding* modifies the noun *Philip*, which is the subject of the sentence. **Note** that in sentence *d* the participle *wounded* modifies the pronoun *He*, which is the subject of the sentence. **Note** that in sentence *e* the participle *riding* is the subject of the sentence, and is modified by the possessive *Philip's*. **Note** that in sentence *f* the participle *riding* is the object of the preposition *by*, in the phrase *by Philip's riding*. **Note** that in sentence *g* the participle *riding* is the predicate nominative after the verb *was*.

The participle may be used as subject, object, or predicate nominative, or as a modifier of a noun or pronoun.

(Note that the only difference in use between the two classes of verbal is that the infinitive may modify a verb, and the participle may not.)

It is necessary to distinguish between a word used as a noun and as a participle. For example, the word *riding* is used in the two sentences

Riding is a healthful sport.

Philip's riding amused the spectators.

In the first sentence *Riding* is the name of something—a sport—and is therefore a noun. In the second sentence *riding* refers to something some one was doing—the verbal element is present and the word is a participle.

(Some grammarians use a distinguishing name for a word like *riding* in sentences *e*, *f*, and *g*. Some call it a *gerund*; some call it a *participial noun*; some call it a *verbal noun*.)

A. Name the participle, name the noun or pronoun it modifies, and tell which it is—present or past:

1. Harry, swimming, was annoyed by sea nettles.
2. A poor woman ran out of the house, gasping.
3. Reenforced, the British repeated the attack.
4. Stunned, he never recovered from the blow.
5. Bruised and bleeding, Ella became hysterical.
6. All my tracks covered, I feared no pursuit.
7. In the corners of our bunks we lay, trembling.
8. Reassured, the lion came cautiously forward.
9. Every peasant in the valley was busy, planting.
10. Exhausted, they dragged themselves home in the evening.
11. Like a true sport, he owned himself defeated.
12. The pigeon, shocked and quivering, scarcely blinked.

13. The temperature, cooled by icebergs, dropped noticeably.
14. An old man, named Crowpate, was the public chimney-sweep.
15. Icebergs floating along cooled the air for miles around.
16. Thinking quickly, Emil reached for the fire-extinguisher.
17. These are relics of ages long gone by.
18. We listened to a skylark warbling in the sky.
19. Here was a grave covered with a thousand forget-me-nots.
20. "In an attitude imploring,
 Hands upon his bosom crossed,
 Wondering, worshipping, adoring,
 Knelt the monk in rapture lost."

—Longfellow.

Observe:

- h. Mortimer's playing carelessly lost the game.*
- i. Mortimer, wounded severely, was carried away.*
- j. Mortimer, playing with a rifle, was injured.*
- k. Mortimer, wounded in the leg, was carried away.*

Note that the participle may be modified; that *playing* and *wounded* are participles; that the present participle *playing* is modified in sentence *h* by the adverb *carelessly*, and in *j* by the adverbial phrase *with a rifle*; that the past participle *wounded* is modified in sentence *i* by the adverb *severely*, and in *k* by the adverbial phrase *in the leg*.

The participle may be modified by an adverb or by an adverbial phrase.

B. Analyze verbally:

Example:

Stranded on the shore, the vessel lay utterly helpless.

- I. *Stranded on the shore, the vessel lay utterly helpless.*
- II. Simple declarative sentence.

III. Subject: noun *vessel* modified by adjective *the*, participle *Stranded*; *Stranded* modified by adverbial phrase *on the shore*, chief part of which is *shore* modified by adjective *the*, phrase introduced by preposition *on*.

IV. Predicate: *lay*.

V. Predicate adjective: *helpless*, modified by adverb *utterly*.

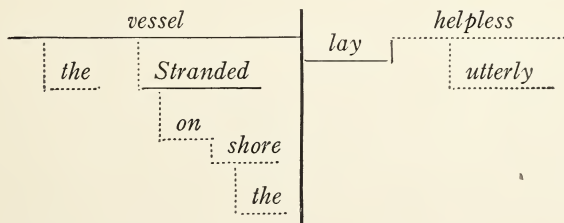
(Note the difference in meaning between *Stranded on the shore, the vessel*, and *The stranded vessel* In the second case *stranded* is an adjective, descriptive of *vessel*.)

21. Walking leisurely along, I discovered a big ant-hill.
22. Shooting down the rapids, everybody held his breath.
23. The stones, broken by the convicts, were piled high.
24. The tree recently struck by lightning is now dead.
25. Forgotten by friends, I was a stranger in my own land.
26. My wounded comrade lay in the ditch, burning with a fever.
27. Burning with rage, Cromwell threatened the Parliament.
28. Borne down by the heavy burden, he sank to the ground.
29. Ridden so fast and recklessly, the poor horse went lame.
30. Riding on a lurching train, we felt sick to the stomach.

C. Analyze graphically each sentence in Exercise B.

Example:

Stranded on the shore, the vessel lay utterly helpless.



(Note that the verbal is written on a full line.)

D. Parse each participle and verb in Exercise B, and give its syntax.

Example:

Stranded: verbal, past participle of *strand* ; modifies noun *vessel*.

lay: verb, from *lie*, *lay*, *lying*, *lain* ; irregular, intransitive, indicative, past, agrees with its subject *vessel* in third, singular.

SUPPLEMENTARY

E. Give the syntax of the underscored:

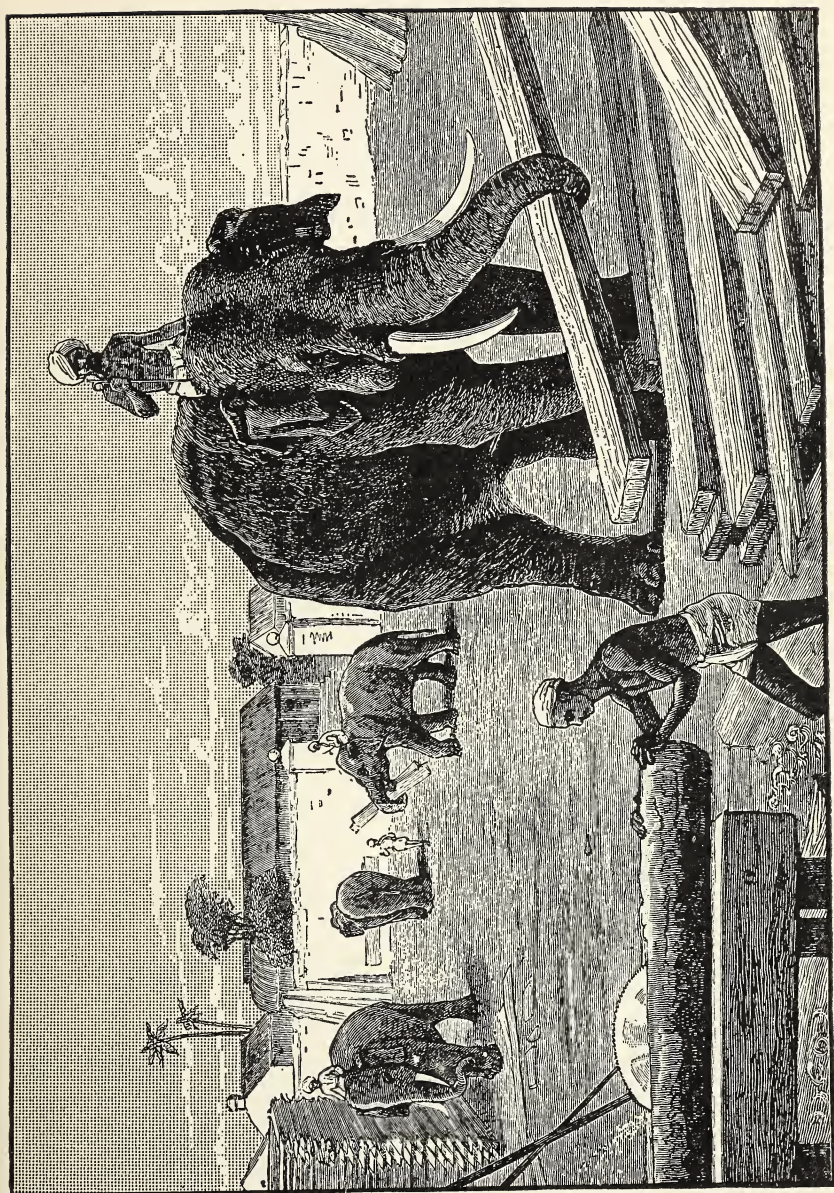
(See picture on opposite page.)

THE FAR-SIGHTED ELEPHANT

The kind of animal intelligence described as far-sightedness is peculiar to the elephant. He possesses a remarkable faculty for anticipating a "tight fix," and of preparing himself to meet the situation.

There is a well-attested story of an elephant who unaccompanied by his driver was carrying oak logs through a narrow wooded path. Meeting a man on horseback, and perceiving that the way was not wide enough for both himself and the horseman, the sagacious animal promptly backed his huge body into the chaparral to clear the way, and then trumpeted as if to signal to the man that the path was clear.

Elephants easily learn to pile up sticks of timber, such as railway ties, placing the layers alternately in opposite directions. The great intelligence of the elephant is best shown, perhaps, when in being hunted in the wilderness he is caught in a pitfall. The pitfall is an excavation under the path the elephant is accustomed to follow, the top being covered with a frail platform. When an elephant is caught in this trap his companion elephants will attempt to release him. One might think that they would try to lift or pull him out. But elephants know this to be neither practical nor safe. The excited herd will begin to fill up the hole with timber, the captive at the same time stamping it down. This keeps up until he feels himself elevated to a position from which he can jump to safety.



(18) Topic 8. THE VERBAL: Voice. ()

Observe:

- a. *Driving his car, Oliver was slightly injured.*
- b. *Being driven carelessly, the car was slightly damaged.*

(*Being* may be omitted and understood.)

- c. *Having driven his car, Oliver was covered with mud.*
- d. *Having been driven carelessly, the car was damaged.*

Note that the participle *Driving*, sentence *a*, is derived from the action verb *drive*; but that the participle *Being driven*, sentence *b*, is derived from both the action verb *drive* and the being verb *be*. *Driving* is therefore in active voice, and *Being driven* is in passive voice. The participle may have voice.

Note that *Having driven*, sentence *c*, and *Having been driven*, sentence *d*, are both participles employing the auxiliary *having* and are in the perfect tense. **Note** that the participle *Having driven* is in active voice, and the participle *Having been driven* is in passive voice. Hence the participle in the perfect tense may have voice.

Observe:

- e. *They are to slaughter these bullocks to-day.*
- f. *These bullocks are to be slaughtered to-day.*
- g. *They were to have slaughtered these bullocks yesterday.*
- h. *These bullocks were to have been slaughtered yesterday.*

Note that the underscored are infinitives. **Note** that, like the participle, the infinitive may be used in the perfect tense, and that it may be in the active or in the passive voice.

The verbal may have voice—active or passive.

A. Name the verbal and give its voice:

1. Straightening himself up, he listened with keen attention.
2. The word having been passed along, every man was on the alert.
3. It was evident that there was no time to be wasted.
4. The engine having been stopped in time, a wreck was averted.
5. Here lay the telegram conveying the pleasant news.
6. England has a navy large enough to control the seas.
7. The item to be included in this list is entirely new.
8. Other items were to have been included at the same time.
9. A sign to warn the trespasser hung on the front gate.
10. I waited impatiently to be informed of my appointment.
11. Leaving quickly, my friends overtook the tourists.
12. Left alone, I felt timid and heartsick.
13. Bookerton, known and admired by all, never sought office.
14. Keeping my mistakes in mind, I improved much faster.
15. "Something attempted, something done,
Has earned a night's repose."

SUPPLEMENTARY**B. Parse the underscored:**

"We hold these truths to be self-evident—that all men are created equal; that they are endowed by their Creator with certain inalienable rights; that among these are life, liberty, and the pursuit of happiness. That, to secure these rights, governments are instituted among men, deriving their just powers from the consent of the governed; that whenever any form of government becomes destructive of these ends, it is the right of the people to alter or abolish it, and to institute a new government, laying its foundation on such principles, and organizing its powers in such form, as to them shall seem most likely to effect their safety and happiness."

(3) **Topic 9. THE PHRASE: Prepositional.** (28)**Observe:**

- a. *He was captain of his team.*
- b. *He caught the ball with his bare hand.*
- c. *The cry of the Prussians was "To Paris."*
- d. *Often, out of sight is out of mind.*

Note that each underscored group of words is a phrase, and is introduced by a preposition. Each is a prepositional phrase.

Note the various uses of the prepositional phrase. *Of his team*, sentence *a*, is an adjective phrase modifying *captain*; *with his bare hand*, sentence *b*, is an adverbial phrase modifying *caught*; "*To Paris*," sentence *c*, is the predicate nominative and is used as the name of something—the cry made by the Prussians; *out of sight*, sentence *d*, is the subject and is used as the name of something—a condition or location.

The phrases in sentences *c* and *d*, used as nouns, are *nounal phrases*.

A phrase is nounal when it is used as the subject, the object, or the predicate nominative.

A. Name the nounal phrase and tell its function:

1. "In the house" does not mean "into the house."
2. My uniform is of the finest whip-cord.
3. Out of debt is out of misery.
4. In the crater is no place for me.
5. Through the clouds was the most thrilling part of our flight.
6. Our great army camps are now of little value.
7. Over the briny deep was a trip of rare experiences.
8. His final lodgment was behind the bars.

9. "To Richmond" was the cry of the Union troops.
10. "To the memory of my little angel" was the sad inscription on the tombstone.
11. Over the fence is out.
12. "Off the decks," shouted the excited pilot.
13. One of the signs reads: "To the bear cages."
14. My family is in great hopes for my success.
15. His request was undoubtedly within reason.
16. Such conduct was without excuse.

B. Make a verbal analysis of each sentence in Exercise A.

Example:

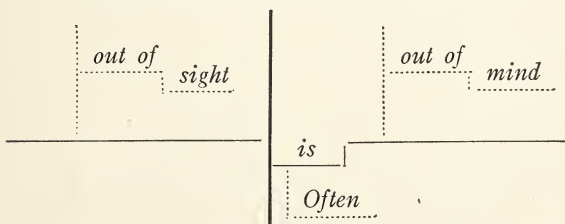
Often, out of sight is out of mind.

- I. *Often, out of sight is out of mind.*
- II. Simple declarative sentence.
- III. Subject: nounal phrase *out of sight*, chief part noun *sight*, introduced by preposition *out of*.
- IV. Predicate: *is* modified by adverb *Often*.
- V. Predicate nominative: nounal phrase *out of mind*, chief part noun *mind*, introduced by preposition *out of*.

C. Make a graphic analysis of each sentence in Exercise A.

Example:

Often, out of sight is out of mind.



(Note that for a preposition the graph is always a right angle; the vertical line rising from the base line upon which *out of* is written, is one step high.)

(26) Topic 10. THE PHRASE: Verbal.

Observe:

- a. *We had ample time to play tennis.*
- b. *Playing tennis, he became overheated.*
- c. *We started out to play tennis.*
- d. *To play tennis is great sport.*
- e. *Playing tennis is great sport.*
- f. *I thoroughly enjoy playing tennis.*
- g. *We all preferred to play tennis.*
- h. *I objected to his playing tennis.*
- i. *Philip's playing tennis amused everyone.*

Note that in all these sentences the verbal appears, either as the participle *playing* or the infinitive *to play*. But note that in every case the verbal is followed by the word *tennis*. *Playing what? To play what?* The answer is *tennis*; *tennis* is the object of the verbal.

Neither *playing* nor *to play* is a verb; therefore neither *playing tennis* nor *to play tennis* can be a sentence or a clause—there is no predicate. The only other construction in which an object appears is a phrase. *Through the window, at the game, with his father*, are phrases; but they are in form prepositional phrases. The phrases *playing tennis* and *to play tennis* are verbal phrases, because the introductory word of such a phrase is a verbal.

Note the various uses of the verbal phrase:

The verbal phrase may be used as an adjective phrase, as in *a*, where it modifies a noun, or as in *b*, where it modifies a pronoun.

The verbal phrase may be used as an adverbial phrase, as in *c*, where it modifies a verb.

The verbal phrase may be used as a nounal phrase, as in *d* and *e*, where it is the subject of the sentence, as in *f* and *g*, where it is the object of the sentence, or as in *h*, where it is the object of the preposition.

Sentence *h* illustrates a participial nounal phrase modified by a possessive pronoun; and sentence *i* illustrates a participial nounal phrase modified by a possessive noun.

As to their use, verbal phrases, like prepositional phrases, are classified as adjective, adverbial, and nounal.

A. Analyze verbally:

Example:

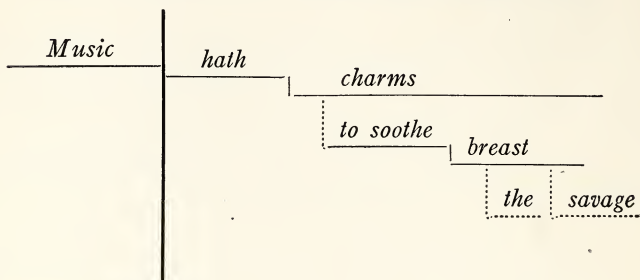
Music hath charms to soothe the savage breast.

- I. *Music hath charms to soothe the savage breast.*
 - II. Simple declarative sentence.
 - III. Subject: noun *Music*.
 - IV. Predicate: *hath*.
 - V. Object: noun *charms* modified by the adjective verbal phrase *to soothe the savage breast*, chief part verbal *to soothe*, object noun *breast* modified by adjectives *the, savage*.
-
1. Several great artists have pictured Nero burning Rome.
 2. Shouting a hearty good-by, the flyer started off.
 3. Colored pictures representing flowers smell of paint only.
 4. Forgetting all caution, I walked straight into the snare.
 5. General Grant was sitting in his tent writing despatches.
 6. Lee, seeing the hopelessness of his cause, surrendered.
 7. I had sufficient reason to suspect his intention.
 8. At times we had not the leisure to write a letter.
 9. All efforts to please Oliver Dunn proved useless.
 10. There is a time to sow the seed and a time to reap the fruit.

B. Analyze graphically each sentence in Exercise A.

Example:

Music hath charms to soothe the savage breast.



C. Analyze verbally:

Example:

Every man is eager to rule his fellow man, but rather reluctant to obey him.

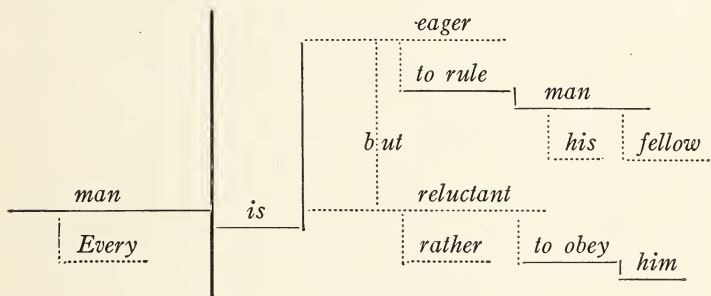
- I. *Every man is eager to rule his fellow man, but rather reluctant to obey him.*
 - II. Simple declarative sentence.
 - III. Subject: noun *man*.
 - IV. Predicate: *is*.
 - V. Predicate adjectives: *eager*, *reluctant*, connected by conjunction *but*; *eager* modified by the verbal adverbial phrase *to rule his fellow man*, chief part verbal *to rule*, object *man* modified by adjectives *the*, *fellow*; *reluctant* modified by adverb *rather* and adverbial verbal phrase *to obey him*, chief part verbal *to obey*, object *him*.
11. We were overjoyed to see again the blue, transparent sky.
 12. He seems to do all head-work with the greatest ease.
 13. Her pupils were perceptibly anxious to please her.
 14. The learner is expected to copy each sentence correctly.
 15. A man in the audience arose to address the Chair.

16. Your gallant boys are not sufficient to meet such a horde.
17. Never sell a horse to buy a saddle.
18. Some people are particularly quick to make complaints.
19. A squad of policemen were sent to clear the streets.
20. We hurried down the hill to cross the brook near by.

D. Analyze graphically each sentence in Exercise C.

Example:

Every man is eager to rule his fellow man, but rather reluctant to obey him.



E. Analyze verbally:

Example:

To be a good salesman requires talent, tact, and perseverance.

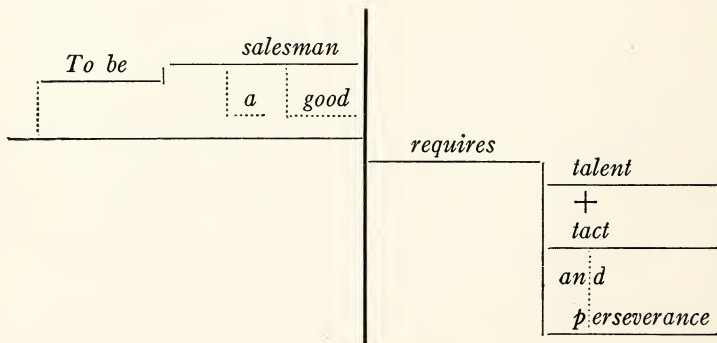
- I. *To be a good salesman requires talent, tact, and perseverance.*
- II. Simple declarative sentence.
- III. Subject: verbal nounal phrase *To be a good salesman*; chief part verbal *To be*, predicate nominative *salesman* modified by adjectives *a, good*.
- IV. Predicate: *requires*.
- V. Object: nouns *talent, tact, perseverance*, connected by conjunction *and*.

21. Getting the proper education is the best preparation for life.
22. To be always worrying about one's faults is neither wise nor healthful.
23. The noblest duty of the Roman was to die for his country.
24. To write short stories is always a pleasure for me.
25. To assist the unfortunate is charity, but to assist the sluggard is a crime.
26. Macaulay had a striking faculty for learning languages.
27. To remember our benefactors is a primary duty.
28. To be thoughtful of others is genuine politeness.
29. "The manly part is to do with might and main what you can do."
30. "Words learned by rote a parrot may rehearse,
But talking is not always to converse."

F. Analyze graphically each sentence in Exercise E.

Example:

To be a good salesman requires talent, tact, and perseverance.



(Note that the nounal phrase, being the subject of the sentence, occupies the subject space; that *To be*, being the chief word, is on a line by itself, and its predicate nominative, like every predicate nominative, is on another line one step up.)

G. Change the underscored to a nounal phrase, or to a verbal with a modifier:

Examples:

Good salesmanship requires talent, tact, and perseverance.

To be a good salesman requires talent, tact, and perseverance.

One rule of the road is caution.

One rule of the road is to be cautious.

31. Advancement in knowledge requires persevering study.
32. A brisk walk through the pine woods was the first exercise.
33. The secret of all progress is industry.
34. Letter-writing was Chesterfield's great delight.
35. The promising of favors is evidently a very simple matter
36. Total deafness implies ignorance of all exquisite sounds.
37. The hunting of deer is strictly prohibited during certain months.
38. Near-sightedness is a common affliction at the present day.
39. Rip's invariable answer was a shrug of the shoulder.
40. Under any circumstances, a lie is always a sin.
41. A bath in salt water is most invigorating.
42. Cleanliness is next to godliness.
43. Self-defense is a natural instinct.
44. Every night-worker expected double pay.
45. The object of punishment is the reformation of the guilty.
46. I always prefer a swim in the surf.
47. Politeness is thoughtfulness for others.
48. Rudeness is coarseness.
49. I never had courage enough for mountain-climbing.
50. For our faithful service we expected speedy advancement.

SUPPLEMENTARY

H. Analyze verbally and graphically and give the syntax of the underscored words:

51. Under a spreading chestnut-tree the village smithy stands.
52. In his youth Cæsar was afflicted with the falling sickness.
53. Drive cautiously at the railroad crossing.
54. Biting the finger-nails is a disgusting habit.
55. Alas! The world is but a fleeting show.
56. Travelling in airships may yet become popular.
57. To ask questions is easier than to answer them.
58. Asking questions is easier than answering them.
59. What is that signal flashing across the sky?
60. Slinking off like a licked cur, Jobert never showed his face again.
61. Our organs of hearing are situated in our heads.
62. Our hearing organs are situated in our heads.
63. Seeing is verifying.
64. To see is to verify.
65. To sleep soundly is to rest well.
66. He who wishes to thrive must rise at five.
67. To have and to own are two ideas quite distinct.
68. Seed dropped by the roadside is apt to grow.
69. Replenished and refreshed, we continued the journey.
70. Feeding a moving regiment is no simple feat.
71. I listened to the porridge simmering in the saucepan.
72. "Early to bed and early to rise
Makes a man healthy, wealthy, and wise."
73. Standing on the shore we watched the sun shimmering over the lake.
74. O what a tangled web we weave
When first we practice to deceive.

(18) Topic 11. THE VERBAL: Participial Construction. (39)

Observe:

- a. Bert lost his car-fare, and therefore he had to walk.*
- b. Having lost his car-fare, Bert had to walk.*
- c. As he is now seven years old, Bert is obliged to attend school.*
- d. Being now seven years old, Bert is obliged to attend school.*

Note that sentence *a* is a compound declarative sentence; that sentence *b* is a simple declarative sentence, of which *Bert* is the subject modified by the verbal phrase *Having lost his car-fare*, of which the principal part is the present-perfect participle *Having lost*, object *car-fare*. **Note** also that the two sentences mean the same thing, that both are correct, and that *b* may be preferred to *a*.

Note that sentence *c* is a complex declarative sentence, chief clause *Bert is obliged to attend school*; that sentence *d* is a simple declarative sentence, of which *Bert* is the subject modified by the adjective phrase *Being now seven years old*, of which the principal part is the present participle *Being*, predicate nominative *old*. **Note** also that the two sentences mean the same thing, that both are correct, and that *d* may be preferred to *c*.

A. Recast each sentence, using the participial construction:

Example:

The North Star is directly north, hence it may serve as a guide to the mariner.

The North Star, being directly north, may serve as a guide to the mariner.

1. After the army had rested a few hours, they proceeded on their march.
2. When everything was in readiness, we started on our adventure.
3. As we had no weapons, we were soon overpowered.

4. The speaker withdrew after he concluded his address.
5. Words that are spoken in anger are often deplored.
6. He has proved false to one friend, is he not likely to prove false to another?
7. Adventurers hastened in droves to the Klondike when they learned of the gold deposits there.
8. Constantine sided with the Central Powers and was subsequently forced to abdicate.
9. As King Albert refused to allow free passage to the German hordes, his country was immediately invaded by them.
10. Pershing proved his ability as commander of the border districts, and hence was selected as chief of the American Expeditionary Forces.
11. The Germans made several desperate drives for Calais, but they were finally stopped by Foch.
12. Since the Germans ruthlessly destroyed property, they should make full reparation.
13. As I had lost my way in the forest, I resigned myself to a night with the goblins.
14. Mr. Smith was injured in the collision and immediately despatched to the hospital.
15. I found my friend as he sat in a cushion row.

Observe:

- e. Sitting on my veranda, a flock of swans flew by.*
- f. Sitting on my veranda, I saw a flock of swans fly by.*
- g. As I sat on my veranda, a flock of swans flew by.*

Note that *sitting*, sentence *e*, is a verbal, but that the only word which it may modify is *flock*, and that the sense is therefore that the flock of swans flew by while they were sitting on my veranda.

This is clearly not the meaning intended. In sentence *f* the meaning is conveyed by inserting the pronoun *I* for the participle to modify. In sentence *g* the meaning is conveyed without the use of the participle.

A participle used incorrectly, as in sentence *e*, is a *dangling participle*, and should be avoided.

B. Recast the sentence so as to make the meaning clear:

16. After passing that examination, they promoted me.
17. Feeling that night was lowering, every effort was put forth to make port.
18. A severe winter was anticipated, judging by the thickness of the onion peels.
19. In talking to Brown last night, he told me about the race.
20. Having reported late three times, a note was sent to my father.
21. They awarded me the prize, winning four games out of five.
22. Being only six years old, my grandmother died.
23. Giving three hearty cheers, the steamboat started on its voyage.
24. Faithful Rex was taken along, fearing we might have trouble on the way.
25. General vaccination was ordered, fearing the fatal spread of small-pox.
26. Not having heard from Rudolph, there must have been something wrong with him.
27. Not having the use of his limbs, Donald carried the cripple across the brook.
28. Hearing the clanking of chains, every door was quickly bolted.
29. The city gates were drawn, fearing the uprising among the peasants.
30. Coming to the fair, every pocket was opened wide.

SUPPLEMENTARY

C. Recast the sentence by introducing it with a participial phrase:

31. Bajazet slew the hundred thousand French and German knights, and swore that in a few weeks he would stable his horses in St. Peter's at Rome.
32. Bajazet was defeated by Tamerlane, and for months he was exhibited in an iron cage for the amusement of the Mongols.
33. Tamerlane was unable to withstand the hardship of forced marches, and died before his hordes reached China.
34. The brave Poles openly attacked Russian tyranny, but they were defeated, and several hundred thousand of them were exiled to Siberia.
35. The Roman Catholic religion was suppressed by the Czar, and the Greek religion was forced upon the people.
36. The English people were taxed without their consent, so they drew up a Petition of Rights, which they forced Charles I to sign.
37. But Charles I proved perfidious, and was subsequently beheaded under Oliver Cromwell.
38. The Kings have profited more and more by the example of Charles, so that at the present day the English practically govern themselves.
39. Louis XI of France conquered all his vassals, hence neither nobles nor people had any voice in the government of their country.
40. The people of France were stirred up by taxation and tyranny, so that they finally overthrew the royal government.
41. Napoleon found that the Directory failed to govern successfully, and accordingly he drove them out.
42. Like all strategists, Napoleon realized that to conquer England he must invade it; he proceeded with his army to the Channel.

43. But his great fleet was crippled at the Battle of Trafalgar, and consequently it could not ferry him across the Channel.
44. One country after another began to see the hopelessness of opposing Napoleon, and promptly signed his peace terms.
45. The nations are now at peace, and they hope that the League of Nations will keep them from another World War.
46. The Articles of Confederation proved inadequate, hence a new constitution was adopted.
47. Citizenship caused much trouble, accordingly a uniform naturalization law was added to the Constitution.
48. The Secretary of State announced the vote of the States, whereupon Woman Suffrage became the XIXth Amendment.

(35) **Topic 12. THE VERBAL: The Infinitive with *to* Understood. (41)**

Observe:

- a. She bade me to respect my mother's wish.*
- b. She bade me respect my mother's wish.*

Note that the two sentences mean the same, and that the only difference in the structure is the omission, in sentence *b*, of the word *to* in the infinitive *to respect*. It has become good usage to omit the *to* when an infinitive follows certain verbs. In analyzing, however, the omitted *to* must be supplied.

SYNTAX RULE 14: Some verbs, especially *bid, dare, feel, hear, let, make, need, see*, and their participles, may take the infinitive after them with the ***to*** understood.

A. Analyze verbally and graphically:

1. We heard you come on your tiptoes.
2. We asked you to come on your tiptoes.
3. I can feel my pulse beat faster and faster.
4. I expected my pulse to beat faster and faster.

5. He need not beg when he is able to work.
6. He prefers to beg, though he is able to work.
7. The British dared not pass Fort McHenry.
8. The British hesitated to pass Fort McHenry.
9. The custodian lets us pick the flowers.
10. The custodian invited us to pick the flowers.
11. My sketch made the audience laugh heartily.
12. My sketch prompted the audience to laugh heartily.
13. Ichabod saw the spectre pitch itself forward.
14. Ichabod expected the spectre to pitch itself forward.
15. We slipped in without letting him see us.
16. We slipped in without bothering him to see us.

B. Tell which the underscored is—verb or verbal:

17. You need not come before the hour agreed upon.
18. After the fatigues of the day the night bids us rest.
19. Three times that night I felt the floor move from me.
20. A freight-car near by prevented me from seeing the train pass.
21. Unfamiliar with jungle life, I dared not enter that den.
22. Not having authority, you could not make him obey.
23. When she heard Melba sing, Ethel lost interest in amateurs.
24. Let no man stop you in the course of righteousness.
25. Where real necessity impelled you, your conscience need not worry.
26. When we saw the stream rise, we feared for our little homes.
27. You should have heard the rocks rumble when Lisbon shook.
28. When you are of age we shall let you choose a trade.
29. So long as the farms are worked we need fear no famine.
30. Your overkind mother should have made you do the chores.
31. Never before had I seen the sun rise so gloriously.

(39) **Topic 13. THE VERBAL: The Infinitive Having a Subject. (44)**

Observe:

- a. My enemies expected me to fail.*
- b. The firm asked me to send my application.*
- c. You really thought me to be him.*

Note that in sentence *a*, *enemies* is the subject, *expected* the predicate. To ascertain the object of the sentence we ask *Expected what?* The enemy did not expect *me*; what it did expect was *me to fail*. *Me to fail* is an infinitive (*to fail*) having a subject (*me*).

Note that in sentence *b* the subject is *firm* and the predicate *asked*. *Asked what?* The object is seen to be *me to send my application*, an infinitive phrase (*to send my application*) having a subject (*me*).

Note that the subject of the infinitive, and also the subject of the infinitive phrase, is in the objective case.

Note that in sentence *c* the object is *me to be him*, an infinitive phrase, *to be him*, having a subject, *me*. The infinitive phrase *to be him* is introduced by the infinitive *to be*, which, being derived from a being verb, has a predicate complement, *him*. Since the subject of an infinitive is always in the objective case, the noun or pronoun following an infinitive derived from a being verb is also in the objective case.

The infinitive and the infinitive phrase may have a subject. Such a subject is always in the objective case. If the infinitive is derived from a being verb, its predicate complement is in the objective case.

A. Analyze verbally:

Example:

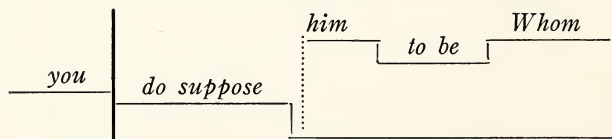
Whom do you suppose him to be?

- I. *Whom do you suppose him to be?*
 - II. Simple interrogative sentence.
 - III. Subject: *you*.
 - IV. Predicate: *do suppose*.
 - V. Object: *him to be Whom*, composed of verbal phrase *to be Whom*, having subject pronoun *him*; introduced by verbal *to be*; object *Whom*.
1. Our admiral ordered the ships to be sunk.
 2. I feel it to be my solemn duty.
 3. The sailor took her to be a Scotch lass.
 4. A colored nurse put the baby to sleep.
 5. The captain wished us to board the boat early.
 6. Did you suppose him to be listening?
 7. Can you fancy a king to be a carpenter?
 8. The audience suspected him to be a capitalist.
 9. We expected the nations never again to take up arms.
 10. This country requires its citizenry to abide by its laws.

B. Analyze graphically each sentence in Exercise A.

Example:

Whom do you suppose him to be?



(Note that the vertical line between *him* and *to be* is not heavy, because *him to be Whom* is not a clause.)

SUPPLEMENTARY

C. Replace the dash by the appropriate pronoun in the parenthesis:

11. You knew it to be _____ (*I, me*).
12. You knew it was _____ (*I, me*).
13. You knew that it was _____ (*I, me*).
14. You knew it could not have been _____ (*I, me*).
15. You knew it was _____ (*us, we*).
16. She suspected it to be _____ (*I, me*).
17. She suspected it was _____ (*I, me*).
18. She suspected it was _____ (*we, us*).
19. She suspected it to be _____ (*we, us*).
20. She suspected it to be _____ (*him, me*).
21. He thought it might be _____ (*her, she*).
22. He thought it was _____ (*her, she*).
23. He thought it to be _____ (*her, she*).
24. He thought it couldn't be _____ (*her, she*).
25. He thinks it is _____ (*her, she*).
26. They guessed it was _____ (*him, she*).
27. They guessed it would be _____ (*him, she*).
28. They guessed it to be _____ (*him, she*).
29. They guessed it to be _____ (*she, her*).
30. They guessed it to be _____ (*we, us*).
31. Mr. Brown took you to be _____ (*I, me*).
32. Mr. Brown took him to be _____ (*I, me*).
33. Mr. Brown took us to be _____ (*them, they*).
34. Mr. Brown took her to be _____ (*me, I*).
35. Mr. Brown took it to be _____ (*she, her*).
36. I feared it was _____ (*him, he*).
37. I feared it to be _____ (*him, he*).
38. I doubted that it was _____ (*her, she*).
39. I doubted it could be _____ (*her, she*).
40. I surmised it would be _____ (*he, him*).

(41) Topic 14. THE VERBAL: Participle and Possessive.

Observe:

- a. *I criticized him playing wildly.*
- b. *I criticized his playing wildly.*
- c. *I criticized him playing tennis.*
- d. *I criticized his playing tennis.*

Note that sentences *a* and *b* have not the same meaning. In each there appears the participle *playing* modified by the adverb *wildly*; but in sentence *a* the participle modifies *him*—*I criticized him* while he was *playing wildly*; whereas in sentence *b* the participle with its modifier is the object of the sentence and is modified by the possessive pronoun *his*—*I criticized* not *him* but his *playing wildly*.

Note that in sentences *c* and *d* the same distinction prevails, but that *playing tennis* is a verbal phrase.

Care must be exercised to use the possessive properly with nouns and participles.

A. Reconstruct the sentence so as to use a possessive:

Examples:

Excuse me for not answering you.

Excuse my not answering you.

(Not *Excuse me not answering you.*)

That Sheridan arrived that hour saved the day.

Sheridan's arriving that hour saved the day.

1. I am not surprised that Leon should lose his wallet.
2. That the car was filled forced the rest of us to walk.
3. My friends generously complimented me on my promotion.
4. The papers commented on the success of Mr. Well's project.
5. That the baby should cry so incessantly alarmed my mother.

6. The scarcity of coal compelled everybody to limit himself.
7. The manager remarked how promptly we came to work.
8. That she outstripped Madge in studies was a surprise.
9. Their sleep was disturbed by the rumbling of the freight-cars.
10. Everybody stands at attention when Leroy sounds the alarm.
11. That we admit foreigners so lightly might yet lead us into trouble.
12. Pardon me for not sending my explanation sooner.
13. There need be no anxiety in that the heart beats slowly.
14. The club was pleased when the committee reported so favorably.
15. The neighborhood was dumbfounded that Earl should run away.
16. I was suddenly aroused by the cawing of a crow near by.
17. That he talked in a whisper made me suspicious.
18. The way Edna read "Evangeline" was really enjoyable.
19. Nothing seemed to be able to stop the pipe from freezing.
20. That it is she does not make matters better.
21. Uncle Terry was amazed that I advanced so rapidly.
22. We looked anxiously for Mother to come home.
23. The way Briggs laughed amused the company.
24. That you suddenly turned to the right prevented a collision.
25. That it was I seemed to disappoint everybody.
26. The rising of the moon lifted the uncanny darkness.
27. Growing so fast, I added very little to my weight.
28. It will soon be time for you to choose a vocation.
29. You must not mind if Grandpa has a hobby.
30. Approaching the nest carelessly we disturbed the young quails.
31. The ticking of a solemn clock disturbed my sleep.
32. The judge was much affected by the way the lawyer pleaded.
33. Will you excuse me for not calling on you to-day?
34. That I represented the club entitled me to a vote.
35. That I represented him entitled me to some consideration.

SUPPLEMENTARY

B. Reconstruct each sentence—avoiding the possessive:

Example:

I am not surprised at Leon's losing his wallet.

I am not surprised that Leon should lose his wallet.

36. Oscar's meeting me in church was most fortunate.
37. Your telling the truth will save you much embarrassment.
38. The curfew's ringing drove the children from the streets.
39. What do you think of my horse's running to-day?
40. His keeping to himself made him a shy boy.

41. We commented on Eleanor's knitting so neatly.
42. Just then Jerome's breathing became inaudible.
43. My beating him in the race made bad feelings.
44. Carroll's incessant speeding got him into trouble.
45. Mother objects to my spending so much money.

46. Everybody on the beach admired Lucy's swimming.
47. We could not understand Paul's acting so coldly.
48. Our being here should not annoy you.
49. William's dealing so justly made friends for him.
50. Its being he should arouse no suspicion.

51. Your working at night will keep you from the party.
52. A timely operation prevented Peter's bleeding to death.
53. I see no objection to any child's skating here.
54. Read's flying across the Atlantic was an unexampled feat.
55. Napoleon's meeting Wellington changed the course of events.

C. Analyze verbally each sentence in Exercise B.

D. Analyze graphically each sentence in Exercise B.

Topic 15. WORD STUDY: The Noun. (60)

Observe:

- | | | | |
|---------------------|--------------------|-----------------------|----------------------|
| <i>a. breakfast</i> | <i>c. shepherd</i> | <i>e. brick-kiln</i> | <i>g. folk-lore</i> |
| <i>b. fellock</i> | <i>d. football</i> | <i>f. water-proof</i> | <i>h. man-of-war</i> |

Note that these words are commonly used as nouns; that *breakfast* is built from *break* and *fast*; *fellock* from *feet* and *lock*; *shepherd* from *sheep* and *herd*; that is, some nouns are derived from other nouns. They are called *derivative* nouns. A noun not derived from any other noun is a *primitive* noun.

Observe:

- | | |
|-----------------------------|-----------------------|
| <i>i. ascend</i> (verb) | <i>ascent</i> (noun) |
| <i>j. broad</i> (adjective) | <i>breadth</i> (noun) |

Note that *ascend* and *broad* is each a primitive word; that by a slight internal change the noun *ascent* is formed from the verb *ascend*, and *breadth* from *broad*.

Observe:

- | | |
|--------------------|--------------------|
| <i>k. coal</i> | <i>colliery</i> |
| <i>l. mountain</i> | <i>mountaineer</i> |

Note that *colliery* is formed from *coal* by the addition of the suffix *ery* and a slight change within the primitive word; that *mountaineer* is formed from *mountain* by the addition of the suffix *eer*.

Observe:

- | | |
|--------------------|--------------------|
| <i>m. vision</i> | <i>supervision</i> |
| <i>n. religion</i> | <i>irreligion</i> |

Note that *supervision* is formed from *vision* by the addition of the prefix *super*, that *irreligion* is formed from *religion* by the addition of the prefix *ir*.

Observe:

| | | | |
|-----------------|-----------------|------------------|----------------|
| <i>o. part</i> | <i>particle</i> | <i>q. salmon</i> | <i>samlet</i> |
| <i>p. goose</i> | <i>gosling</i> | <i>r. sack</i> | <i>satchel</i> |

Note that *particle* comes from *part*, and means *little part*; that *gosling* comes from *goose*, and means *little goose*; that *samlet* comes from *salmon*, and means *little salmon*; that *satchel* comes from *sack*, and means *little sack*. Hence some nouns are formed from other nouns by the addition of a suffix giving the derivative noun the meaning of something smaller. (Such derivative is called a *diminutive*.)

Observe:

| | | | |
|-------------------|------------------|--------------------|-------------------|
| <i>s. Turkey</i> | <i>Turk</i> | <i>v. Halifax</i> | <i>Haligonian</i> |
| <i>t. Algiers</i> | <i>Algerine</i> | <i>w. Flanders</i> | <i>Fleming</i> |
| <i>u. Ceylon</i> | <i>Cingalese</i> | <i>x. Paris</i> | <i>Parisian</i> |

Note that *Turk* denotes a citizen of Turkey; *Algerine*, of Algiers; *Cingalese*, of Ceylon; *Haligonian*, of Halifax; *Fleming*, of Flanders; *Parisian*, of Paris; that is, proper names denoting citizenship are formed from the names of the country, city, etc., either by contracting the name, or by using the suffix *an*, *ard*, *er*, *ese*, *ian*, *ite*, *oes*, *ian*, etc.

A. Form the appropriate noun from the word:

(When in doubt consult the dictionary.)

- | | | | | |
|---------|----------|-----------|------------|-------------|
| 1. fly | 7. lose | 13. feed | 19. think | 25. prove |
| 2. sit | 8. sing | 14. steal | 20. freeze | 26. believe |
| 3. sell | 9. grow | 15. shoot | 21. choose | 27. grieve |
| 4. hate | 10. tell | 16. bleed | 22. bend | 28. strike |
| 5. live | 11. give | 17. speak | 23. bury | 29. graze |
| 6. bind | 12. lend | 18. heal | 24. break | 30. breathe |

B. By means of the suffix *acy, age, al, ance, ancy, ar, ard, ary, ate, eer, dom, ence, er, ery, hood, ice, ier, ism, ist, ity, ment, ness, ory, ship, or ure*, form the appropriate noun from the word:

(When in doubt consult the dictionary.)

| | | | | |
|----------|-------------|------------|------------|-------------|
| 31. art | 37. freight | 43. bribe | 49. hardy | 55. scarce |
| 32. beg | 38. judge | 44. pagan | 50. consul | 56. engrave |
| 33. gun | 39. press | 45. quiet | 51. depend | 57. auction |
| 34. coin | 40. grain | 46. clerk | 52. hermit | 58. approve |
| 35. dull | 41. carry | 47. coward | 53. convey | 59. observe |
| 36. free | 42. Spain | 48. school | 54. infirm | 60. freight |

C. By means of the prefix *amphi, col, com, con, contra, dia, dis, em, extra, fore, hyper, in, inter, ir, mis, over, peri, pre, pro, re, sub, sur, super, trans, under, or up*, form the appropriate noun from the word:

(When in doubt consult the dictionary.)

| | | | | |
|----------|------------|-------------|--------------|---------------|
| 61. noon | 67. take | 73. action | 79. diction | 85. natural |
| 62. seer | 68. truth | 74. league | 80. arrange | 86. migration |
| 63. view | 69. start | 75. thought | 81. loyalty | 87. sequence |
| 64. ease | 70. meter | 76. theatre | 82. fortune | 88. ordinary |
| 65. band | 71. growth | 77. justice | 83. critical | 89. structure |
| 66. face | 72. fusion | 78. promise | 84. position | 90. sentiment |

D. By means of the suffix *ble, cule, eel, el, ele, elle, en, erel, et, ette, ie, kin, le, let, ling, ock, ster, ule, or y*, form a diminutive noun from the word:

(When in doubt consult the dictionary.)

| | | | | |
|---------|----------|----------|------------|-------------|
| 91. eye | 94. leaf | 97. maid | 100. brook | 103. statue |
| 92. sap | 95. isle | 98. book | 101. grain | 104. tower |
| 93. lad | 96. seed | 99. lamb | 102. youth | 105. flower |

| | | | | |
|-----------|-----------|------------|-------------|----------------|
| 106. ring | 110. part | 114. babe | 118. gland | 122. lock |
| 107. duck | 111. hill | 115. stub | 119. globe | 123. man |
| 108. lass | 112. bird | 116. river | 120. strip | 124. John |
| 109. bull | 113. lock | 117. speck | 121. sphere | 125. Katherine |

E. Give the proper designation of the citizen of the place:
(When in doubt consult the dictionary.)

| | | | |
|-------------|-------------|--------------|------------------|
| 126. Peru | 135. Japan | 144. Canada | 153. Lapland |
| 127. Siam | 136. Malta | 145. Venice | 154. Belgium |
| 128. Wales | 137. Chili | 146. Geneva | 155. Scotland |
| 129. Egypt | 138. Boston | 147. Vienna | 156. Portugal |
| 130. Jersey | 139. France | 148. Germany | 157. Hindoostan |
| 131. Milan | 140. Greece | 149. Ireland | 158. California |
| 132. Italy | 141. Sweden | 150. Iceland | 159. Switzerland |
| 133. Spain | 142. Norway | 151. Denmark | 160. Philippines |
| 134. China | 143. Arabia | 152. England | 161. Finland |

SUPPLEMENTARY

F. Form from the word a derivative noun denoting person and one denoting thing:

Examples:

| | offend | <i>offender</i> | <i>offense</i> |
|------------|--------------|-----------------|-----------------|
| | sow | <i>sower</i> | <i>seed</i> |
| 162. lose | 170. operate | 178. write | 186. emigrate |
| 163. lend | 171. glaze | 179. drink | 187. judge |
| 164. think | 172. heal | 180. capture | 188. criticize |
| 165. visit | 173. speak | 181. defend | 189. enslave |
| 166. sing | 174. laugh | 182. rebel | 190. govern |
| 167. sign | 175. strike | 183. refer | 191. register |
| 168. dine | 176. possess | 184. complain | 192. specialize |
| 169. bind | 177. breathe | 185. celebrate | 193. telegraph |

G. Name each derivative noun in the selection and tell what it means:

(See picture on page 53.)

THINK

"My dear Boys and Girls," began Commissioner Edwards, addressing the graduates of the Calhoun School, "there is nothing that talks so forcibly as facts. As I sat on this platform enjoying your program, I was carried back to the day I got my first job.

"I was barely fourteen when I was graduated, and circumstances required that I go to work at once. I called at 1219 Filbert Street in answer to an advertisement—my good mother having scrupulously put me through the paces in the correct form of a business interview. I was ushered into the office of the manager, who asked me questions that so far as I could see had no bearing at all on my affairs, yet all the while he was scrutinizing me minutely. There was one thing, I am sure, that he must have detected in me—that I wanted the job.

"Moving his chair closer to mine, Mr. Beckwith—that was the manager's name—said abruptly: 'You may start to work here at once. I have had four boys this month, all good boys in a way, but not of the stamp that makes for efficiency in business. The first boy was a little gentleman, but he was very forgetful. I gave him an important personal letter which he was to mail at the central post-office. He carried the letter in his pocket a whole week. That forgetfulness caused me untold embarrassment. The second boy was the essence of good-will, but he could not keep his mind down to anything. The customers were returning letters that had not been intended for them; this boy could not be trusted to enclose letters in appropriate envelopes. The third boy could at no time recall the place he had put anything; he had no faculty for order or system. The fourth boy was keen and quick, but his power of observation carried him beyond his assignments; he would take two hours for a fifteen-minute errand.'

"Switching from his tale he inquired what my favorite study was. I complacently said *grammar*. 'Why, that is extraordinary. You are not a common boy,' remarked Mr. Beckwith; 'tell me which is correct, *Five and six is twelve*, or *Five and six are twelve*?'

"*'Five and six are twelve,'* I answered, without the slightest hesitation, and rather proud of my speed. Mr. Beckwith rolled back in his chair and laughed heartily.

"Son, I don't mind your grammar overreaching your mathematics, but let me say to you, as I would to the dearest boy on earth when he starts to make a living, Learn to think. The habit of correct thinking is at the root of all success. All other things being equal, the man who thinks will get to the top first. Take this picture; place it where you can see it frequently.' So saying, he handed me the photograph of a man in an odd pose. This was twenty years ago. Here is that photograph. I am still in the same office, and if you don't mind my being so personal, let me add that this picture has led me to the manager's chair."

Topic 16. THE NOUN: Collective.

Observe:

a. a *fleet* of ships

d. a *school* of whales

b. a *troupe* of actors

e. a *covey* of partridges

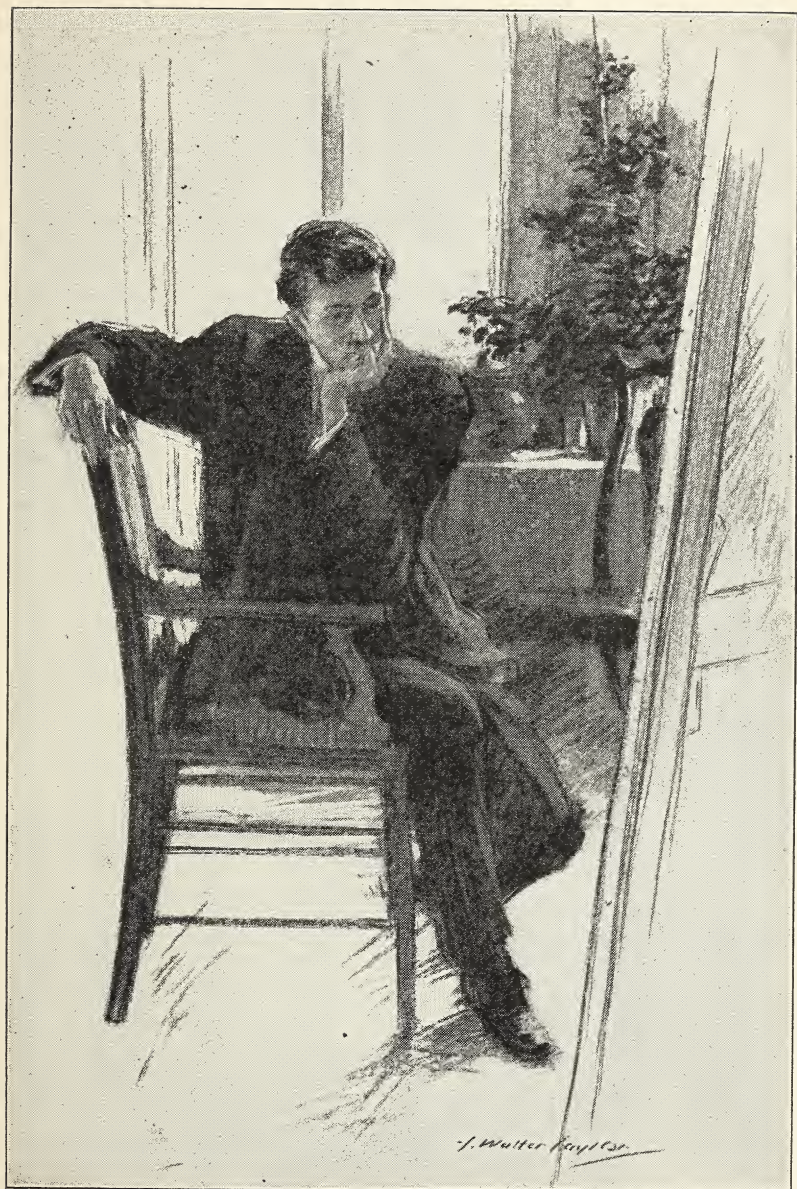
c. a *troop* of cavalry

f. a *bed* of wild ducks

Note that *fleet*, *troupe*, *troop*, *school*, *covey*, and *bed* each signifies a group; that is, a *fleet* of ships is a *collection* of ships; a *school* of whales is a *collection* of whales, etc. A noun that denotes a collection of persons or things is a *collective* noun.

Note that we do not say a *fleet* of whales, or a *troop* of ducks; in other words, a collective noun has a special meaning and must be used accordingly.

DEFINITION: A noun is collective when it denotes a group of individuals.



A. Tell to what kind of individuals the collective noun applies:
(When in doubt consult the dictionary.)

| | | | | |
|----------|-----------|------------|---------------|------------------|
| 1. crew | 11. clump | 21. swarm | 31. colony | 41. audience |
| 2. club | 12. board | 22. flock | 32. nation | 42. committee |
| 3. bevy | 13. corps | 23. horde | 33. company | 43. squadron |
| 4. band | 14. choir | 24. brood | 34. House | 44. society |
| 5. army | 15. drove | 25. flight | 35. Senate | 45. multitude |
| 6. jury | 16. shoal | 26. couple | 36. Congress | 46. convention |
| 7. mob | 17. suite | 27. league | 37. council | 47. association |
| 8. race | 18. class | 28. rabble | 38. syndicate | 48. Parliament |
| 9. yoke | 19. tribe | 29. public | 39. Cabinet | 49. corporation |
| 10. herd | 20. gang | 30. family | 40. Assembly | 50. congregation |

B. Construct a sentence applying each collective noun in Exercise A.

Examples:

troupe

Three troupes of actors entertained the convalescent soldiers.

Chamber

The French Chamber of Deputies publicly honored our President.

Observe:

g. The regiment is drilling near the camp.

h. The regiment are eating in the camp.

Note that in sentence *g* the men denoted by the collective noun *regiment* act as a unit, hence the singular form of the verb is used.

Note that in sentence *h* the men denoted by the collective noun *regiment* act as so many individuals—eating is an individual, not a collective, act—hence the plural form of the verb is used.

Note that *thinking, enjoying, eating, drinking, laughing, sleeping, starving*, and similar ideas, cannot be asserted of individuals collectively.

Note that what is done by a group of individuals and only as a group, such as *deciding, voting, meeting, resolving, disbanding*, and the like, must be asserted of the group *collectively*.

C. Give the syntax of each noun, pronoun, and verb:

51. The crew have not slept for three nights.
52. The crew has just been transferred to the *Tennessee*.
53. A company of infantry was raised immediately.
54. A company of infantry were fed on short rations.
55. An army of boys was led through the wilderness.
56. After the battle the army were scattered through the provinces.
57. About a hundred feet of the Niger dam has been swept off.
58. An army corps consists of forty thousand men.
59. About a million and a half was subscribed in a few days.
60. The greater part of the human race speak and act by imitation.
61. In France the peasantry go barefoot and the middle class wear wooden shoes.
62. The jury was confined until they agreed on a verdict.
63. A civilized people has no right to violate its solemn obligations because the other party is uncivilized.
64. It is in vain for a people to expect to be free unless they are first willing to be virtuous.
65. "Each House shall keep a journal of its proceedings, and from time to time publish the same, excepting such parts as may in their judgment require secrecy."

D. Correct each error, and give the reason for the correction:

66. The jury consists of intelligent men, but it has not been able to agree on a verdict.
67. The public was repeatedly cautioned not to leave its garbage vessels uncovered.
68. Blessed forever is the people that lives by the laws of the governing God.

69. The congregation respectfully bowed its head as the prayer for the dead proceeded.
70. The Republican party have placed in nomination L. P. Morton as their strongest presidential candidate.
71. A vast host were led against the unspeakable Turk.
72. The court, after long delays, have passed sentence on the convict.
73. A herd of cattle peacefully grazing afford a pleasing sight.
74. At last the public have secured a set of officials who is able to give it efficient service.
75. A crowd were gathering under my window.
76. The graduating class have elected you president.
77. Has your graduating class had their examinations?

Topic 17. THE NOMINATIVE ABSOLUTE.

Observe:

- a. After the horse had been stolen, they locked the stable.*
b. The horse having been stolen, they locked the stable.

Note that these two sentences mean the same thing.

Note that sentence *a* is a complex sentence, of which *After the horse was stolen* is the dependent clause.

Note that sentence *b* is a simple sentence, the first part of which, *The horse having been stolen*, is independent—released from the rest; that is, it has become *absolute* (*absolute* is from the Latin, meaning *absolved* or *released from*).

Note that *had been stolen*, sentence *a*, becomes the participle *having been stolen* in sentence *b*, and the conjunction *After* has disappeared. *Horse*, sentence *b*, is in the nominative case.

A noun or pronoun with a participle, used independently of the rest of the sentence, is a ***nominative absolute***, and is in the **nominative case**.

A. Recast the sentence into the nominative absolute construction:

Example:

As he had neither means nor credit, the court assigned him an attorney.
He having neither means nor credit, the court assigned him an attorney.

(Guard against the fault of omitting the nominative in the nominative absolute construction; e.g., do not say *Sailing across the ocean his health improved*. This means that his health sailed across the ocean. The sentence should read: *He sailing across the ocean, his health improved*.)

1. When the services were over the congregation was dismissed.
2. As the sea was quite calm, we ventured out for a day's sail.
3. If the industrious man fails, how can the sluggard hope to prosper?
4. James II fled to France, and William of Orange was proclaimed King of England.
5. Major Drum had been a veteran, hence his wife was protected under the Pension Act.
6. When the hand appeared on the wall Belshazzar was struck with deadly fright.
7. As soon as Diaz left Mexico the reign of terror set in.
8. Wilson was returned to the White House, for his countrymen appreciated his services.
9. The fatal shot was hardly fired when the whole nation withdrew into the deepest mourning.
10. The storm abated a bit, and we decided to make for shore.
11. As Prussianism was crushed by the Treaty, Germany had no difficulty in establishing a republic.
12. Since Gerard was familiar with the spirit of the Germans, it was fitting that he should head the embassy.
13. The Japanese demolished the Kiao-chau forts, and naturally claimed that territory as a war indemnity.
14. The Rhine is a natural barrier, hence Clemenceau insisted that it be the boundary-line between France and Germany.

15. The submarines have been convicted of ruthless destruction, and hereafter the building of them will be prohibited.
16. During the War many boxes were made of carton, as the output of wood was limited.
17. The duty on sugar is now to be removed, since this article is considered one of the common necessities.
18. Poison is considered destructive to life, therefore its sale is restricted by law.
19. Firearms are a menace to life, and in some places you cannot possess a revolver without a permit.
20. Since the sentiment for woman suffrage is constantly gaining, it may not be long before women will vote in all countries.
21. The United States forces were dispatched into Mexico, as the Carranzistas were unable to check the marauders.
22. There was no time to be lost, so I quickly called for an ambulance.
23. Now that she has graduated, her father will take her on a tour through the West.
24. He held the jumping record, therefore the club sent him to the Olympian Meet.
25. I had not the necessary funds, hence the club paid all my expenses.

SUPPLEMENTARY

B. Replace the nominative absolute construction by a clause:

Example:

Shame being lost, all virtue is lost.

When shame is lost, all virtue is lost.

26. Potatoes becoming scarce, we ate bananas and peanuts.
27. She having lost her necklace, her mother inserted a notice in the paper.
28. The company raised the fares, the running expenses having nearly doubled.

29. He living with the consul, everybody surmised that he was the private secretary.
30. Harold having been chosen the legitimate king, his allies rallied to his standard.
31. There being no sign of opposition, the Normans prepared to march to the interior.
32. A courier informing him of this, Harold immediately descended upon the Normans.
33. He having defeated the Norwegians at Stamford Bridge, his countrymen flocked to him on his way to Hastings.
34. William wishing to unite all England under his sovereignty, the Feudal System was adopted to further this end.
35. The Feudal System becoming a great hardship, the people became discontented.
36. The States disagreeing on naturalization, an amendment to the Constitution was proposed.
37. The invention of gunpowder helped to destroy Feudalism, many castles being demolished with cannon.
38. Hordes of barbarians swarming over Europe, the learning of a thousand years vanished like smoke.
39. China being in the grip of civil war, Tamerlane rushed to invade that country.
40. The cross being pulled off the steeple of St. Sophia, Mahomet II planted the crescent in its place.
41. St. Sophia having been built in the sixth century, Constantinople boasts of the oldest cathedral in the world.
42. The Greeks courting the friendship of the Genoese, a trade was developed with the tribes beyond the Black Sea.
43. The Turks taking possession of Constantinople, the eastern commerce was soon stopped.
44. Columbus's theory being simple and convincing, Isabella pledged to finance the expedition.

(47) Topic 18. WORD STUDY: Pluralization. (76)

- A. Give the plural, and if possible quote the rule governing it:
(When in doubt consult the dictionary.)

(A Review)

| | | | | |
|-----------|-----------|------------|-------------|----------------|
| 1. plea | 13. sky | 25. lily | 37. dairy | 49. mystery |
| 2. loss | 14. eye | 26. reply | 38. tray | 50. gallery |
| 3. lynx | 15. lie | 27. pulley | 39. diary | 51. chimney |
| 4. niche | 16. spy | 28. ally | 40. berry | 52. attorney |
| 5. depth | 17. dye | 29. alley | 41. valley | 53. kidney |
| 6. porch | 18. key | 30. jury | 42. victory | 54. apostrophe |
| 7. safe | 19. cuff | 31. banjo | 43. canoe | 55. casino |
| 8. ruff | 20. shelf | 32. negro | 44. comma | 56. bureau |
| 9. whiff | 21. chief | 33. piano | 45. cargo | 57. buffalo |
| 10. leaf | 22. dwarf | 34. echo | 46. tiptoe | 58. cuckoo |
| 11. wharf | 23. reef | 35. shoe | 47. albino | 59. torpedo |
| 12. proof | 24. thief | 36. zero | 48. mulatto | 60. memento |

B. Give the singular:

| | | |
|-----------------|----------------|---------------------|
| 61. Normans | 67. man-eaters | 73. fellow-servants |
| 62. Frenchmen | 68. runaways | 74. four-in-hands |
| 63. cut-throats | 69. by-paths | 75. men-of-war |
| 64. hangers-on | 70. courtyards | 76. bill-of-fares |
| 65. handfuls | 71. brethren | 77. forget-me-nots |
| 66. mice-traps | 72. mandrills | 78. brothers-in-law |

Observe:

- a. I saw a snipe.
b. I saw a flock of snipe.

Note that *snipe* is spelled the same, whether it is singular or plural. Common nouns that follow this practice are:

| | | | | | |
|-------------|-------------|--------------|--------------|---------------|-----------------|
| <i>fry</i> | <i>yoke</i> | <i>shad</i> | <i>brace</i> | <i>vermin</i> | <i>salmon</i> |
| <i>deer</i> | <i>hose</i> | <i>sheep</i> | <i>fish</i> | <i>grouse</i> | <i>herring</i> |
| <i>rest</i> | <i>bass</i> | <i>corps</i> | <i>swine</i> | <i>trout</i> | <i>mackerel</i> |

(But we use expressions such as *Here are three fishes, three salmons. I have caught a net of fish, of salmon.*)

Observe:

- c. This news is good news.*
- d. Physics is a difficult study.*
- e. Fair means only are admissible.*
- f. Hearty thanks are always welcome.*

Note that *news*, *physics*, *means*, and *thanks* have the plural form; yet *news* and *physics* are here used in the singular; in fact they are used in the singular more frequently than in the plural.

(Note that these are words whose form is always plural.)

C. Tell whether the word may or may not be used in the singular:

| | | | |
|-----------|--------------|---------------|----------------|
| 79. alms | 88. goods | 97. bitters | 106. tweezers |
| 80. suds | 89. annals | 98. clothes | 107. movables |
| 81. oats | 90. pliers | 99. filings | 108. proceeds |
| 82. dregs | 91. shears | 100. tidings | 109. politics |
| 83. ashes | 92. riches | 101. measles | 110. billiards |
| 84. reins | 93. vitals | 102. gallows | 111. hysterics |
| 85. tongs | 94. victuals | 103. bellows | 112. sweepings |
| 86. mumps | 95. series | 104. manners | 113. trappings |
| 87. stays | 96. greens | 105. trousers | 114. molasses |

Observe:

g. Cross your t's and loop your z's.

h. Your paragraph has too many and's.

Note that in *t's*, *z's*, and *and's* more than one of each is meant; that is, they are used in the plural sense.

A character, or a word considered apart from its meaning, may form its plural by adding an apostrophe and *s*.

SUPPLEMENTARY

D. Change the underscored word into the plural and make the necessary changes:

115. It is often said that the mariner loves his ship.

116. This optician has made a new lense for my telescope.

117. Has her little child ever heard a cuckoo sing?

118. Moss is common in damp woodland.

119. The wolf and the buffalo once roamed freely over the plains of the West.

120. Scorning all danger, the soldier scaled the cliff.

121. That miner has found a topaz under a layer of slate.

122. The mastiff, like the wolf, is a vicious kind of dog.

123. It takes an expert engraver to make a perfect die.

124. A die found in the pocket of this man convicted him.

125. The tenor is a male singer, the soprano is a female singer.

126. Mr. Kane did all he could to promote his son-in-law's business opportunity.

127. A foster-child is in fact an adopted child.

128. Tea, as well as coffee, thrives only in a mild climate.

129. She is very fond of mathematics. Is he?

130. The angler visited the valley, the meadow, the forest, and the best fishing haunt.
131. I was particularly interested in that flamingo's long legs.
132. My niece's dairy is spotlessly clean.
133. She sang the baby to sleep with a soothing lullaby.
134. The dog is a canine; the cat is a feline; the cow is a bovine; the horse is an equine; the rat is a rodent.

E. Give the underscored words in the singular and make the necessary changes:

135. Laborers' wages were never so high before.
136. Mr. Jones spared no money in his sons' education.
137. All our friends attended his daughters' reception.
138. Surely the peasants' working day must be a long one.
139. Why did the doctor test the engineers' eyes?
140. What do you think of newsboys' hours?
141. A benefit was held for the negroes' families.
142. Women's votes count as much as men's.
143. The spies' papers were concealed in their shoes.
144. These are your children's books and toys.

Topic 19. THE RETAINED OBJECT.

Observe:

- a. I lent him the money.
- b. I forgave her the debt.

Note that *money*, sentence a, is the direct object of *lent*, and is therefore in the objective case; that *him* is the object of the preposition *to* (understood), and is therefore also in the objective case.

Note that *debt*, sentence b, is the direct object of *forgave*, and is therefore in the objective case; that *her* is the object of the preposition *to* (understood), and is therefore also in the objective case.

Note that the verbs *lend, give, refuse, tell, bring, fetch, leave, show, remit, pay, sell, hand, forbid, allot, assign, spare, refund, pardon, guarantee*, and similar verbs implying *giving* or *refusing* may be followed immediately by the prepositional object; e.g., *him* and *her*, sentences *a* and *b*. The preposition is then always omitted, and the object is called the *dative* object. (*Dative*, from the Latin *dativus*, suggesting *giving* or *not giving*.) The dative case is the objective form or use of a noun or a pronoun after verbs like *giving, refusing*, governing a direct object expressed or understood.

Observe:

c. I lent him the money.

d. The money was lent him by me.

e. He was lent the money by me.

Note that the three sentences mean the same thing; that *c* is the active construction, *d* the passive; that *money*, the object in *c*, becomes the subject in *d*.

Note that *him*, the dative object in *c* and *d*, becomes the subject *He* in sentence *e*, whose predicate is the passive verb *was lent*; and that *money*, the object in the active construction, is *retained* here to serve as the object of the passive construction.

DEFINITION: A noun or pronoun used as the object after a passive verb is called a ***retained object***.

(As a rule, a passive verb cannot take an object. The retained object construction is, therefore, an irregularity. However, good writers have sanctioned its usage, and it is now an accepted idiom.)

A. Analyze verbally:

Example:

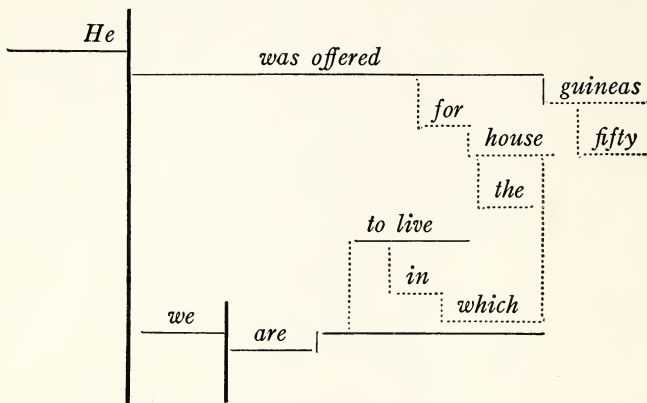
He was offered fifty guineas for the house in which we are to live.

- I. *He was offered fifty guineas for the house in which we are to live.*
 - II. Complex declarative sentence.
 - III. Chief clause: *He was offered fifty guineas for the house.*
 - IV. Dependent clause: *in which we are to live.*
 - V. Chief clause, subject: pronoun *He*.
 - VI. Predicate: passive verb *was offered* modified by adverbial phrase *for the house*; house modified by adjective *the* and dependent clause *in which we are to live*.
 - VII. Object: retained object *guineas* modified by *fifty*.
 - VIII. Dependent clause, subject: pronoun *we*.
 - IX. Predicate: being verb *are*.
 - X. Predicate nominative: verbal *to live* modified by adverbial phrase *in which*.
1. "He was refused admittance."—*Smollett*.
 2. "He was refused the protection of the law."—*Hume*.
 3. "I was shown the Green River yesterday."—*Arnold*.
 4. "He was given a lodge to keep."—*Stevenson*.
 5. "Was I not promised a visit?"—*Emerson*.
 6. "We are denied access to his person."—*Shakespeare*.
 7. "She was denied admission to Miss Crowley's apartments."
—*Thackeray*.
 8. "Fie! The tales that I have been told."—*Coventry Mysteries*.
 9. "The bishops and abbots were allowed seats in the House of Lords."—*Blackstone*.
 10. "Mr. Ferrars was offered a second-class West Indian government."
—*Disraeli*.
 11. Our pupils were taught elocution.
 12. The estate was paid the salary the deceased had earned.

B. Analyze graphically each sentence in Exercise A.

Example:

He was offered fifty guineas for the house in which we are to live.



(Note that *guineas*, the retained object, is written on the regular object line, but that the line is dotted.)

C. Restate the sentence first in the passive form and then with the retained object:

Example:

Mr. Pratt granted us a room in the hotel.

A room in the hotel was granted us by Mr. Pratt.

We were granted a room in the hotel by Mr. Pratt.

13. The superintendent promised them a holiday.
14. The captain denied us passage on his steamer.
15. The company paid its employees generous wages.
16. The committee awarded him the first prize.
17. In return for my services, Mr. Taylor gave me a gold coin.
18. The bureau refused admittance to all aliens.
19. They allowed admittance to citizens by passport.
20. For his bravery they awarded him a captaincy.

21. They guaranteed him every chance of advancement.
22. The stranger handed the cripple a club for a crutch.
23. Mr. Lowe's will left another million to Columbia University.
24. The curator showed the tourists five Egyptian mummies.
25. That athletic association offered me better inducements.

SUPPLEMENTARY

D. Recast the sentence, substituting the dative object for the retained object:

Example:

Every man was given an identification card.

They gave every man an identification card.

26. He also was shown the method of bandaging a wound.
27. All strangers were refused admittance to the camp.
28. They were allowed the use of the telescope in the camp.
29. I was assigned a guide to take me through the mint.
30. Next winter my class will be taught modelling in clay.
31. In honor of the visitor the class was awarded a holiday.
32. Mr. Blank's widow was allowed one-third of the legacy.
33. The sinner shall be shown the wickedness of his ways.
34. Russia was offered Constantinople as an indemnity.
35. For their valor the crew were awarded an equable distribution of the spoils.
36. Every member of the force was assigned a new beat.
37. For his industry Theodore will be awarded the first prize.
38. On October 12th the pupils were given a holiday.
39. The colonists were refused the right of representation.
40. Under Penn's treaty the Indian was accorded every respect.
41. Regular hours for labor were assigned the troops.
42. Every member was given the countersign.
43. From Abarim Moses was shown the Promised Land.

E. Recast the sentence, replacing the retained object by either of the other two forms:

44. The Austrians were given ten days to sign the Peace Treaty.
45. As I had neglected to register, of course I was denied the privilege of voting.
46. The *Arena* stopped publication, and the patrons were refunded their advance money.
47. For his faithful and efficient service, Ralph was granted a leave of absence for a month.
48. I was paid a very pleasing compliment for my work during the drive.
49. For a period of six months we were forbidden the use of meat on Tuesdays.
50. Usually the guests at a great celebration are presented with a souvenir.
51. The Duke of Marlborough was awarded fifty thousand pounds for his victory at Blenheim.
52. They should have been shown the shoal regions before leaving shore.
53. Every patient in the ward was regularly served his meals by the nurse.
54. In hazardous employment, a laborer's family should be guaranteed a compensation in case of accident.
55. It seems suspicious that you should be refused admittance to the choir-loft.
56. During the war they were paid their allowances through the Commissary Department.
57. Some hours before the battle, a detachment of pickets were assigned the duty of reconnoitering.
58. In recognition of his success at the experimental station, Fullerton was offered the post of State Agriculturist.

Topic 20. THE OBJECTIVE COMPLEMENT.

Observe:

- a. *Exercise keeps the limbs nimble.*
- b. *The Turks call their ruler Sultan.*
- c. *The choir sang themselves hoarse.*

Note that *limbs*, *ruler*, and *themselves* are the objects of their respective sentences, but of themselves they are not complete, as is evident when *nimble*, *Sultan*, and *hoarse* are omitted. *Exercise* does not keep the *limbs*, the *Turks* do not call their *ruler*, nor did the *choir* sing *themselves*. Therefore the assertions are not complete without *nimble*, *Sultan*, and *hoarse*; in other words, the object needs a complement; and since *nimble*, *Sultan*, and *hoarse* complete the object, they are *objective complements*. An objective complement, if a noun or pronoun, is in the objective case.

DEFINITION: A word is an objective complement when it completes the object.

A. Analyze verbally:

Example:

The Persians call their ruler Shah.

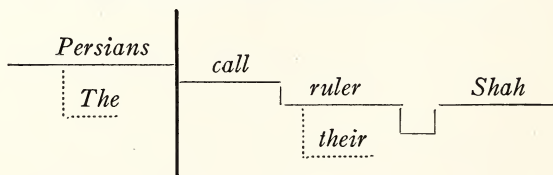
- I. *The Persians call their ruler Shah.*
 - II. Simple declarative sentence.
 - III. Subject: noun *Persians* modified by adjective *The*.
 - IV. Predicate: verb *call*.
 - V. Object: noun *ruler* with objective complement noun *Shah*.
1. The jury adjudged the prisoner guilty.
 2. Madame de Staël called architecture frozen music.
 3. Familiarity renders the finer feelings blunt.
 4. The spendthrift has left his family destitute.
 5. This idiot imagines himself king of the fairies.
 6. All work and no play makes a man stupid.

7. Money alone can never make a man happy.
8. You should have sawed that board square.
9. Dishonest lawyers would make the law a farce.
10. The public consider dirt an unpardonable nuisance.
11. The wise man regards his health his greatest wealth.
12. McKinley appointed Taft first governor of the Philippines.
13. The President appointed Colonel House his spokesman.
14. For a while the country nicknamed Texas "Taxes."
15. A thunder-storm may turn the milk sour.
16. "Lives of great men all remind us
We can make our lives sublime."—*Longfellow*.
17. "Make thou my spirit pure and clear
As are the frosty skies."—*Tennyson*.
18. "One touch of nature makes the whole world kin."—*Shakespeare*.

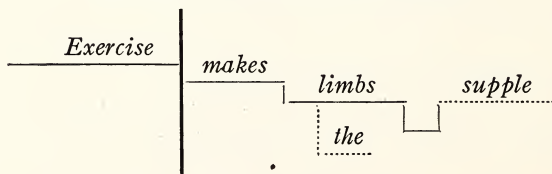
B. Analyze graphically each sentence in Exercise A.

Examples:

The Persians call their ruler Shah.



Exercise makes the limbs supple.



(Note that the objective complement is put on the same level with the object it completes, the line being broken in the centre; that when the objective complement is an adjective its line is dotted.)

Topic 21. THE ADVERBIAL OBJECTIVE.

Observe:

a. *Peter can swim ten yards.*

Note that the sentence has no object. Peter cannot swim *yards*. What is meant is that he can swim *over a distance of ten yards*. *Over a distance of ten yards* is an adverbial phrase modifying *can swim*, and *yards* is in the objective case governed by the preposition *of*. We sometimes use short-cuts in our speech, but words must be parsed according to the sense. *Yards* is a noun, but as it is used here as part of an adverbial phrase, it is called the *adverbial objective*.

DEFINITION: A noun is an adverbial objective when it is used adverbially to express distance, value, measurement, or a similar idea.

Observe:

b. *Our company remained a month.*

c. *Your friends arrived a week later.*

d. *This tape is a yard long.*

e. *Anne sat two seats behind Charlotte.*

f. *Who is this coming this way?*

Note that *month*, sentence *b*, is an adverbial objective modifying *remained*; that *week*, sentence *c*, is an adverbial objective modifying *later*; that *yard*, sentence *d*, is an adverbial objective modifying *long*; that *seats*, sentence *e*, is an adverbial objective modifying *behind Charlotte*; that *way*, sentence *f*, is an adverbial objective modifying *coming*.

An adverbial objective may modify a verb, an adverb, an adjective, a phrase, or a participle.

A. In the selection, distinguish the adverbial objective from the object of the preposition, and parse each:

(See picture on opposite page.)

THE IVORY INDUSTRY

Ivory is essentially dentine,—the hard substance of which teeth consist. By usage, however, the word is restricted to the dentine of those teeth which are large enough to be available for industrial purposes, namely, the tusks of the elephant, the hippopotamus, the walrus, and the narwhal.

The value of a tusk depends upon its size and weight. The largest teeth were possessed by the extinct mammoths, some of which were twelve feet in length and weighed two hundred pounds. These have fed the Chinese trade several hundred years. Among the elephants of to-day the African species possess tusks ten feet long, weighing one hundred sixty pounds. The ivory of tropical Africa is of the finest quality. It is brought down by natives from the interior. In some districts expeditions organized by Europeans go into the interior and buy the stores collected by native tribes. Twenty thousand pounds valued at a dollar a pound is considered a good haul for a season's expedition.

Hippopotamus ivory is denser than elephant ivory and of superior and more enduring whiteness; but the solid sections of this ivory are small, and therefore are adaptable for small articles only. Walrus ivory is a much inferior article, and that of the narwhal is worse and of little value. The annual consumption of ivory in Europe and America is about one thousand tons, approximating in value five and one-half million dollars.

Recent excavations show that ivory was used even in ancient times. It appears that some of the ornaments in Solomon's temple were made of this substance. Beautiful specimens of religious subjects in ivory, work of the early Christian era, are still exhibited in the British Museum and in the Vatican. The principal demand for



ivory at present arises in the cutlery trade. But we see it used also for walking sticks, umbrellas, combs, ladies' fans, mathematical scales, paper cutters, chess statuettes, plaques, gem caskets, and in a countless number of ornaments. Dieppe, in France, is the chief centre of the European ivory manufacture; but it is in the East, especially in China and Japan, that ivory is most prized and most elaborately worked into decorative forms.

Vegetable ivory, made chiefly from the albumen of a palm grown in Colombia, is used in the manufacture of buttons and toys. Attempts have been made to manufacture an artificial ivory by combining celluloid and ivory dust, but the results are very unsatisfactory. No substitute or imitation seems to be able to approach the genuine substance either in beauty or durability.

B. Analyze verbally:

Example:

Philippides, of Marathon fame, ran twenty-six miles.

- I. *Philippides, of Marathon fame, ran twenty-six miles.*
- II. Simple declarative sentence.
- III. Subject: *Philippides* modified by adjective phrase *of Marathon fame*, chief part noun *fame* modified by adjective *Marathon*.
- IV. Predicate: *ran* modified by the adverbial objective noun *miles* modified by the adjective *twenty-six*.

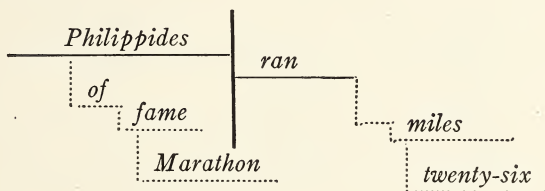
1. The Gulf is fully five miles deep.
2. That property is worth twenty thousand dollars.
3. We have fished all night, yet have taken nothing.
4. The beast drew back three paces, then made a wild bound.
5. My brothers were six months at the battle front.
6. Our steamer was two days in Cape Cod Canal.

7. Milton worked many years on his "Paradise Lost."
8. The fellow stood six feet, a towering scoundrel.
9. Our company marched Indian file through the forest.
10. Move your house back another block.
11. The steamer went down a minute later.
12. That elevator may rise fifty stories.

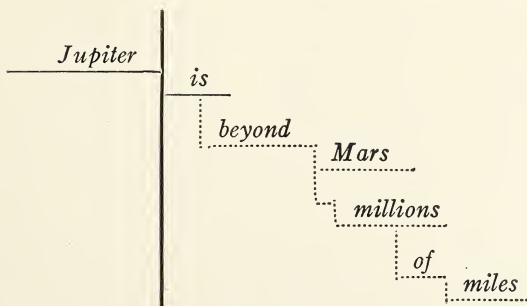
C. Analyze graphically each sentence in Exercise A.

Examples:

Philippides, of Marathon fame, ran twenty-six miles.



Jupiter is millions of miles beyond Mars.



(Note that the adverbial objective is on a line following a short step attached to the end of the word it modifies. Note also that when the adverbial objective modifies a phrase the step is attached to the middle of the phrase.)

(60) Topic 22. WORD STUDY: The Adjective. (90)

Observe:

a. calm demeanor ; gentle breezes ; ugly duckling.

b. good-for-nothing fellow ; out-of-the-way places ; flat-nosed savages.

Note that the underscored are all adjectives; that in *a* each is a primitive word; that in *b* each is compounded from several words—it is a *compound adjective*.

A. Make a suitable compound of the word, using one of the following:

| | | |
|---------------|----------------|-----------------|
| <i>brown</i> | <i>beaten</i> | <i>meaning</i> |
| <i>spiced</i> | <i>hearted</i> | <i>cornered</i> |
| <i>lined</i> | <i>footed</i> | <i>seated</i> |
| <i>willed</i> | <i>worthy</i> | <i>stricken</i> |
| <i>like</i> | <i>bound</i> | <i>blue</i> |
| <i>coated</i> | <i>lived</i> | <i>winded</i> |

- | | | |
|-----------|-------------|-------------|
| 1. child | 7. short | 13. poverty |
| 2. sugar | 8. flat | 14. well |
| 3. nut | 9. ice | 15. sky |
| 4. self | 10. light | 16. three |
| 5. silk | 11. sea | 17. short |
| 6. highly | 12. weather | 18. deep |

Observe:

c. gilt furniture. d. brazen knobs e. cupreous water

Note that *gilt* furniture is furniture covered with *gold* ; that *brazen* knobs have the nature or the color of *brass* ; that *cupreous* water has a *coppery* taste; that is, the adjectives *gilt*, *brazen*, and *cupreous* are derived from the nouns *gold*, *brass*, and *copper*—each is a *derivative adjective*.

B. Name the word from which the underscored adjective is derived:

(Consult the dictionary.)

- | | | |
|----------------------------|---------------------------|------------------------------|
| 19. <u>nasal</u> sounds | 23. <u>dubious</u> answer | 27. <u>granulated</u> sugar |
| 20. <u>choice</u> meats | 24. <u>grazing</u> flocks | 28. <u>gigantic</u> contract |
| 21. <u>flexible</u> reeds | 25. <u>jocose</u> company | 29. <u>pulverized</u> bone |
| 22. <u>nocturnal</u> walks | 26. <u>glazed</u> pottery | 30. <u>diurnal</u> motion |

Observe:

f. unlawful g. disorderly h. insurmountable

Note that each is an adjective; that *unlawful* is formed from the adjective *lawful*; that *disorderly* is formed from the adjective *orderly*; that *insurmountable* is formed from the adjective *surmountable*.

Some adjectives are formed from other adjectives by the addition of *in*, *im*, *il*, *ir*, *un*, *dis*, or other prefix.

C. From the adjective form another adjective by adding a prefix:

(Verify by using the dictionary.)

- | | | | |
|-------------|---------------|---------------|-----------------|
| 31. equal | 36. united | 41. capable | 46. courteous |
| 32. legal | 37. regular | 42. patient | 47. numerous |
| 33. human | 38. liberal | 43. rational | 48. respectful |
| 34. modest | 39. partial | 44. agreeable | 49. resistible |
| 35. pleased | 40. religious | 45. desirable | 50. responsible |

Observe:

i. Pekinese j. mercantile k. serpentine

Note that each of these adjectives is derived from a noun; that *Pekinese* refers to *Pekin*; that *mercantile* refers to *merchants* or *merchandise*; that *serpentine* refers to *serpent*.

Some adjectives may be formed from nouns by the use of *ine*, *ous*, *ed*, *id*, *en*, *an*, *ive*, *ory*, *ese*, *ish*, *ic*, *al*, or a similar suffix.

D. Construct an adjective from the noun by adding an appropriate suffix:

| | | | |
|------------|------------|-------------|--------------|
| 51. abuse | 57. Alps | 63. bigot | 69. malice |
| 52. gold | 58. Asia | 64. stupor | 70. accident |
| 53. Texas | 59. age | 65. defect | 71. mystery |
| 54. beauty | 60. danger | 66. infant | 72. promise |
| 55. lead | 61. time | 67. Genoa | 73. plenty |
| 56. talent | 62. Malta | 68. crystal | 74. splendor |

Observe:

l. The plan works. It is a workable plan.

m. It terrifies us. It is a terrible sight.

Note that *works*, sentence *l*, is a verb; that *workable* is an adjective; that *terrifies*, sentence *m*, is a verb; that *terrible* is an adjective. *Works* and *workable* are derived from the word *work*; *terrifies* and *terrible* are derived from the word *terror*.

Words derived from the same stem are *cognates*. Cognates and derivatives are often formed by the use of *able*, *ible*, *ory*, *ary*, *ant*, *ent*, *ic*, *ive*, *ite*, *some*, *ful*, or other suffix.

E. Using an appropriate suffix, form an adjective that is a cognate of the verb:

| | | | |
|-------------|-------------|--------------|------------------|
| 75. slip | 85. differ | 95. hesitate | 105. harmonize |
| 76. doubt | 86. hallow | 96. tolerate | 106. putrefy |
| 77. swell | 87. revere | 97. liquefy | 107. criticize |
| 78. obey | 88. oppose | 98. secrete | 108. necessitate |
| 79. soak | 89. submit | 99. falsify | 109. familiarity |
| 80. abuse | 90. cheer | 100. satisfy | 110. oppose |
| 81. please | 91. decide | 101. defend | 111. manage |
| 82. resist | 92. pacify | 102. corrode | 112. divide |
| 83. quarrel | 93. prevail | 103. imagine | 113. definite |
| 84. admit | 94. abhor | 104. repel | 114. progress |

SUPPLEMENTARY

F. Form an adjective from the noun:

| | | | |
|----------------|----------------|-----------------|--------------|
| 115. goodness | 127. length | 139. misery | 151. danger |
| 116. thought | 128. breadth | 140. brightness | 152. day |
| 117. happiness | 129. thickness | 141. death | 153. charm |
| 118. thanks | 130. depth | 142. beauty | 154. honesty |
| 119. tardiness | 131. height | 143. kindness | 155. truth |
| 120. stupidity | 132. trick | 144. hero | 156. peace |
| 121. courage | 133. route | 145. honor | 157. sense |
| 122. horror | 134. order | 146. offense | 158. humor |
| 123. malice | 135. fervor | 147. circle | 159. angle |
| 124. suburb | 136. reason | 148. gas | 160. space |
| 125. vanity | 137. image | 149. ambition | 161. misery |
| 126. exterior | 138. parent | 150. humor | 162. fortune |

G. Name and spell the noun from which the adjective was derived:

| | | |
|-----------------|------------------|------------------|
| 163. pompous | 175. muscular | 187. palatial |
| 164. liquid | 176. humid | 188. monstrous |
| 165. leaden | 177. roseate | 189. imaginary |
| 166. accessible | 178. dubious | 190. terrible |
| 167. tragic | 179. abusive | 191. plentiful |
| 168. autumnal | 180. prevalent | 192. vigilant |
| 169. heathenish | 181. frolicsome | 193. vicious |
| 170. gaseous | 182. luxuriant | 194. trifling |
| 171. nauseous | 183. progressive | 195. suburban |
| 172. resinous | 184. crystalline | 196. special |
| 173. neutral | 185. ambitious | 197. serviceable |
| 174. gigantic | 186. mischievous | 198. promissory |

Topic 23. THE PREPOSITION: Structure. (83)

Observe:

- a. Barring two stormy days, we had very pleasant weather.
 b. During the month of May we had very pleasant weather.

Note that *Barring* and *During* are prepositions; that *Barring* is from the verb *bar*, meaning *exclude*. **Note** that *During* is from the verb *endure*, meaning *continue in*. A preposition derived from a verb is a *derivative preposition*.

Some derivative prepositions are:

| | | | | |
|---------------|-----------------|-------------------|-------------------|------------------------|
| <i>past</i> | <i>pending</i> | <i>regarding</i> | <i>concerning</i> | <i>excepting</i> |
| <i>saving</i> | <i>touching</i> | <i>discarding</i> | <i>respecting</i> | <i>notwithstanding</i> |

Observe:

- c. All meat was prepared in accordance with the law.
 d. I have fifty dollars over and above my expenses.

Note that *in accordance with* and *over and above* may each be considered as a unit and hence be parsed as a preposition. Words grouped or compounded and used as a preposition constitute a *compound preposition*.

Some compound prepositions are:

| | | | |
|---------------------|-------------------------|----------------------------|--------------------|
| <i>as to</i> | <i>by dint of</i> | <i>apart from</i> | <i>in favor of</i> |
| <i>up to</i> | <i>in case of</i> | <i>because of</i> | <i>in front of</i> |
| <i>out of</i> | <i>in lieu of</i> | <i>instead of</i> | <i>in place of</i> |
| <i>as regards</i> | <i>by way of</i> | <i>from above</i> | <i>in spite of</i> |
| <i>alongside of</i> | <i>in addition to</i> | <i>in preference to</i> | |
| <i>by means of</i> | <i>with respect to</i> | <i>in consequence of</i> | |
| <i>by virtue of</i> | <i>for the sake of</i> | <i>in compliance with</i> | |
| <i>by reason of</i> | <i>in opposition to</i> | <i>in consideration of</i> | |

A. Replace the dash by an appropriate preposition:

1. Every man _____ his employ has been invited _____ the dinner.
2. All my friends will be _____ that dinner; yet mother does not approve _____ my attending.
3. The path _____ duty admits _____ little choice.
4. War is contrary _____ all Christian principles.
5. The failure _____ the enterprise was due _____ mismanagement.
6. As we had great confidence _____ Dr. Hale, we hoped _____ Loomis's speedy recovery.
7. That which is hoped _____, is an object _____ hope.
8. Everybody seemed hopeful _____ my success.
9. A guardian is accountable _____ the court _____ his charge.
10. Can you distinguish the common sweet potato _____ the yam?
11. The speaker commented _____ my statements _____ the public.
12. _____ his imprudent conduct, Gates left himself open _____ the charge _____ inefficiency.
13. The Caucasian differs _____ the Mongolian _____ many particulars.
14. The Italians refused to withdraw _____ Fiume, but finally agreed _____ a compromise.
15. The Germans complained _____ the terms, and openly objected _____ them, yet _____ the proper time they signed them.
16. When the Constitution went _____ effect only _____ three per cent _____ the people _____ the United States lived _____ cities.
17. The massing _____ people _____ great centers has brought new problems _____ the front.
18. There are _____ our country many institutions _____ those classes _____ our people that need special help.
19. "I pledge allegiance _____ my flag and the republic _____ which it stands, one nation, indivisible, _____ liberty and justice _____ all."

B. Replace the dash with a preposition, and construct a suitable sentence:

Example:

cooperate _____ one another

The departments of our government cooperate with one another.

- | | |
|---------------------------------|---------------------------------|
| 20. rode _____ an automobile | 29. kind word _____ my neighbor |
| 21. exchanged it _____ a horse | 30. fears _____ our safety |
| 22. sick _____ high fever | 31. trip _____ the world |
| 23. made sick _____ bad food | 32. fight _____ liberty |
| 24. divided it _____ two boys | 33. story _____ hardship |
| 25. divided it _____ three boys | 34. in friendship _____ all |
| 26. honest _____ business | 35. friendly _____ all |
| 27. stripped _____ leaves | 36. remembered _____ all |
| 28. good supply _____ food | 37. quick _____ figures |

SUPPLEMENTARY

C. Replace each dash with an appropriate preposition:

PARKMAN'S STUDY

"A twilight house _____ subdued colors, simply furnished _____ heirlooms, and full _____ the peace and comfort derived _____ good housekeeping and a quiet spirit. During the last years _____ his life, when his lameness was very troublesome he mounted _____ his study _____ the third floor _____ an elevator which he could operate _____ the power _____ his own arms. The room had a subdued light _____ two windows facing the north. An open stove _____ a soft-coal fire cast a gloom _____ the shadows; two _____ the walls were covered _____ bookshelves, the others _____ engraved portraits _____ historic persons. _____ the mantel stood some _____ Barye's statuettes _____ animals, and _____ the wall were a few Indian relics he had brought _____ the Oregon Trail."

(80) Topic 24. THE PREPOSITION: Choice. (85)

Observe:

- a. I know that goats are different than sheep.*
b. I know that goats are different to sheep.
c. I know that goats are different from sheep.

Note that things are not different *than* each other, nor *to* each other; things are different *from* each other. Sentences *a* and *b* are faulty, and sentence *c* is the correct form.

Observe:

- d. Peter differs from Paul in age and size only.*
e. Peter differs with Paul on the labor question.

Note that Peter and Paul differ *from* each other in appearance, but that they differ *with* each other when they argue the labor question. Both sentences are correct but the appropriate preposition must be used.

A. Construct a sentence involving the use of:

- | | | |
|------------------|------------------|---------------------|
| 1. walk in | 11. quarrel over | 21. apologize to |
| 2. walk into | 12. quarrel with | 22. apologize for |
| 3. wait for | 13. confer on | 23. compare to |
| 4. wait on | 14. confer with | 24. compare with |
| 5. sick at | 15. complain of | 25. prevail with |
| 6. sick with | 16. complain to | 26. prevail upon |
| 7. bound to | 17. agree with | 27. correspond to |
| 8. bound for | 18. agree to | 28. correspond with |
| 9. deliver at | 19. eager in | 29. convenient to |
| 10. deliver from | 20. eager for | 30. convenient for |

B. Construct one or more sentences using the word and the prepositions:

Examples:

faithful: to, in, under

The old slave was faithful to his master in all things, even under the most trying circumstances.

differ: with, in

Lord Pitt differed with the other Lords in many matters involving the rights of the colonists.

31. active: at, in, for, with, about.
32. agree: with, on, upon, to.
33. appear: among, before, in, for, against, on.
34. ask: for, of, from, after, about.
35. arrested: by, for, on, near.
36. complain: of, to, for, about.
37. die: in, of, at, by, for, to, without.
38. engaged: in, to, for, upon.
39. keep: on, in, within, from, against.
40. made: of, from, into, for, with, by.
41. necessary: for, to, in, under.
42. part: in, from, with, near.
43. patient: under, amid, in, with.
44. plead: with, for, against, to, at, before.
45. profit: in, on, by.
46. progress: in, toward, with, from, to.
47. purchase: at, from, for, with, during.
48. reason: with, about, against, into, from.
49. speak: with, to, upon, about, to, at.
50. support: on, upon, by.

SUPPLEMENTARY

C. Replace the dash by a suitable preposition and complete the sentence:

- | | |
|---------------------------------|----------------------------------|
| 51. arrived _____ Denver | 61. died _____ thirst |
| 52. headed _____ Denver | 62. concerning _____ his health |
| 53. lived _____ Denver | 63. authority _____ baseball |
| 54. read _____ Denver | 64. displeased _____ his conduct |
| 55. transferred _____ Denver | 65. boasted _____ your talents |
| 56. profit _____ good advice | 66. uncertain _____ the future |
| 57. disappointed _____ the news | 67. speech _____ suffrage |
| 58. fond _____ mince pie | 68. climbed _____ the boat |
| 59. divided _____ two boys | 69. honest _____ your dealings |
| 60. divided _____ three girls | 70. unfit _____ future use |

(83) Topic 25. THE PREPOSITION: Its Object.

Observe:

- a. *All good things come from above.*
- b. *Depart from me, ye workers of iniquity.*
- c. *The moon peeped from behind the clouds.*
- d. *Something kept me from following that mob.*
- e. *There was nothing to do but to await my fate.*
- f. *I have come from where Justice is King.*

Note that the object of *from* in sentence *a* is a noun (*above* as here used is a noun meaning *Heaven*); that the object of *from* in sentence *b* is a pronoun; of *from* in sentence *c* is an adverbial phrase; of *from* in sentence *d* is a verbal phrase beginning with a participle; of *but*, sentence *e*, is a verbal phrase beginning with an infinitive; of *from*, sentence *f*, is a clause.

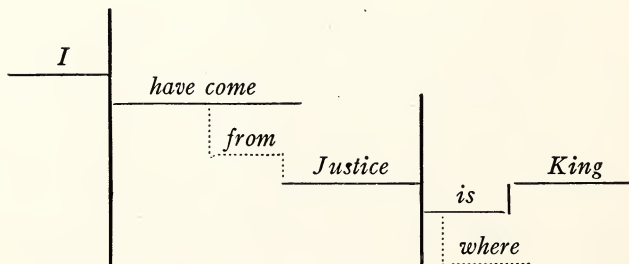
A preposition may govern a noun, pronoun, phrase, or clause.

A. Name the preposition, classify it, and give its syntax:

1. Before going on my fishing excursion, I provided myself with all kinds of tackle.
2. I seated myself on a bank near where clumps of violets bloomed.
3. Roland was disgusted with himself at not having seen the joke.
4. Instead of accepting Miss Ebbet's resignation, the society elected her to the board of directors.
5. There was nothing further to be done with the garden except to keep away the weeds.
6. In compliance with the new law, everybody set himself against burning coal unnecessarily.
7. I preferred your staying to your going in such a blustering night.
8. How may one reach San Francisco without being obliged to double the Horn?
9. Jerry was summoned to appear before a magistrate's office for having disturbed the peace.
10. Cultivate the society of such people only on whose word you can depend.

B. Analyze verbally and graphically each sentence in Exercise A.

I have come from where Justice is King.



(Note the graphic analysis of a preposition governing a clause.)

C. Give the syntax of the underscored word:

11. What city is it near?
12. What are you really fond of?
13. Which house do you live in?
14. Whom are you talking to?
15. What candidate shall I vote for?
16. It is the name which we go by.
17. It is the name which we answer to.
18. What was the conversation about?

(*Note* that the preposition is placed after the word it governs. This is the *informal* usage of the preposition. Before analyzing or parsing, substitute the formal usage; e.g., *In which house do you live?*)

19. Our alphabet consists of twenty-six letters.
20. The price of a thing depends on its market value.
21. We ran up a bill at Delamere's.

(*Note* that the verb and the preposition seem inseparable. This is the *idiomatic* usage of the preposition. In parsing, verb and preposition should together be treated as a verb.)

22. Houses are built to live in, and not to look at.
23. Heaven is worth dying for.
24. I didn't come here to be laughed at.
25. Grant was not a man to be trifled with.
26. This matter was gone over very carefully.
27. Brenner's store was broken into twice.

(*Note* that the verbal and the passive verb occasionally appropriate a preposition. This also is *idiomatic* usage. Parse both as one element, that is as verb.)

SUPPLEMENTARY

- D. Name each preposition in the selection, and give its syntax:
(See picture on opposite page.)

AT AVIGNON

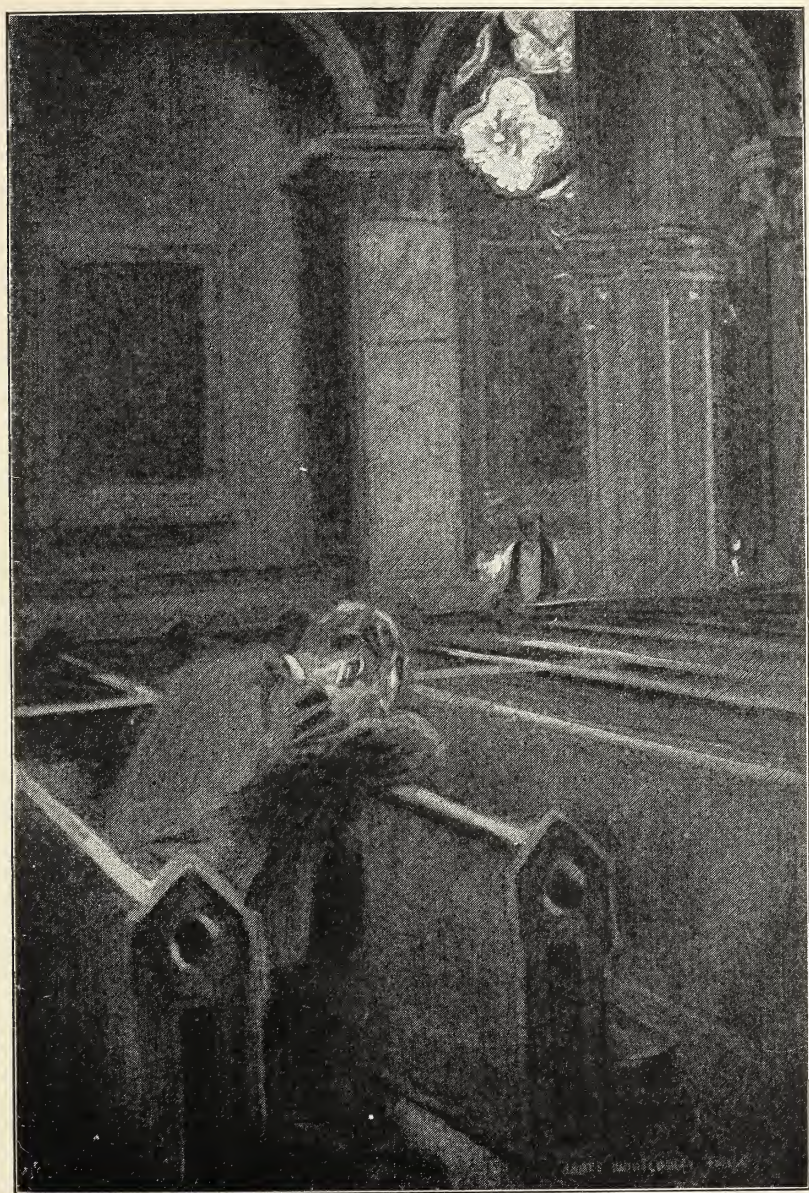
On the steamer *Rochambeau*, bound for Havre, were the Pascals, a distinguished family from Ohio. Their only interest in the trip was the health of the daughters, Eugenia and Josephine, two high-school students. Both had suffered from indigestion for many months; an inordinate use of sweets had destroyed the healthy appetite and wrecked the nervous system. The doctor had insisted upon a complete change, and had prescribed a trip to France.

The voyage across the ocean, though far from pleasant, proved an excellent tonic for both. By the end of July the general health of the girls showed marked improvement. Then came the World War and all France was thrown into fevered consternation. Panic took hold of the people. Avignon, the town where the Pascals were living, shook to its very soul. The ports of France were suddenly closed and thousands of American tourists found themselves locked up in France.

The Pascals thought themselves well out of danger, but one evening, Josephine, overcome with fatigue, fell into a deep sleep. In the morning her parents discovered that what they had thought a sweet sleep was, in fact, a coma. Days and nights of agonizing suspense followed as they kept silent watch at the bedside of their daughter, while she slept on. A week of such vigils passed.

One early morning in August the sexton entered the nave of the Agricola Church. By the light of his torch he noticed in one of the pews the form of a man in prayer. It was Josephine's father. The sexton was much affected by his grief and persuaded him to go home, assuring him that such faith could not remain unheeded.

Picture the joy of the father, upon his return to his lodging, to learn that during his absence Josephine had emerged from her coma and was on the road to recovery.



Three weeks later the Pascals had the good fortune to secure passage on an Italian steamer leaving Naples. The girls had learned the lesson that the comfort of health is well worth the little sacrifices good Mother Nature demands.

(76) **Topic 26. WORD STUDY: The Verb.** (107)

Observe:

| | |
|--------------------------------------|-----------------------------------|
| <i>a. house</i> (hissing <i>s</i>) | <i>house</i> (buzzing <i>s</i>) |
| <i>b. excuse</i> (hissing <i>s</i>) | <i>excuse</i> (buzzing <i>s</i>) |
| <i>c. fre'quent</i> | <i>frequent'</i> |
| <i>d. proof</i> | <i>prove</i> |
| <i>e. stroke</i> | <i>strike</i> |
| <i>f. height</i> | <i>heighten</i> |
| <i>g. domestic</i> | <i>domesticate</i> |
| <i>h. power</i> | <i>empower</i> |
| <i>i. flame</i> | <i>inflamm</i> |
| <i>j. conveyance</i> | <i>convey</i> |
| <i>k. vacancy</i> | <i>vacate</i> |
| <i>l. act</i> | <i>counteract</i> |
| <i>m. elect</i> | <i>reelect</i> |

Note that a noun may become a verb by a simple change in pronunciation, as in *a* and *b*; that an adjective may become a verb by a shift of the accent, as in *c*; that a noun may become a verb by an internal change, as in *d* and *e*; that a noun may become a verb by the addition of a suffix, as in *f* and *g*; that a noun may become a verb by the addition of a prefix, as in *h* and *i*; that a noun may become a verb by dropping its suffix, as in *j* and *k*; that a verb may be formed from another verb by the addition of a prefix, as in *l* and *m*.

These are the most common of the verb derivatives.

A. Name the verb that corresponds:

(Consult the dictionary if necessary.)

| | | | |
|-----------|--------------|---------------|-----------------|
| 1. life | 16. horrid | 31. terminus | 46. calumny |
| 2. shot | 17. cloth | 32. flattery | 47. ornament |
| 3. nest | 18. cheap | 33. strength | 48. excellent |
| 4. knee | 19. equal | 34. fertile | 49. excessive |
| 5. glad | 20. bitter | 35. regular | 50. irritable |
| 6. clean | 21. growth | 36. obvious | 51. disturbance |
| 7. use | 22. quick | 37. laughter | 52. response |
| 8. print | 23. office | 38. mixture | 53. analysis |
| 9. grief | 24. public | 39. specific | 54. description |
| 10. grass | 25. circle | 40. relief | 55. continuous |
| 11. crumb | 26. advice | 41. horrible | 56. commitment |
| 12. class | 27. device | 42. transfer | 57. annoyance |
| 13. legal | 28. present | 43. suitable | 58. reference |
| 14. null | 29. cautious | 44. detention | 59. scandal |
| 15. sick | 30. pretense | 45. original | 60. obedience |

Observe:

| | | | |
|-----------------|----------------|-----------------|----------------|
| <i>n. wink</i> | <i>twinkle</i> | <i>p. seek</i> | <i>search</i> |
| <i>o. whine</i> | <i>whimper</i> | <i>q. whiff</i> | <i>whiffle</i> |

Note that each of these is a verb; that *twinkle* is a cognate of *wink*, *whimper* of *whine*, *search* of *seek*, *whiffle* of *whiff*.

Note that among cognate verbs the meaning of one may be more *intensive* than that of the other (*search* is more intensive than *seek*); or one may be a *diminutive* (= *belittled*) of the other (*twinkle* is a diminutive of *wink*).

The English language abounds in words of such flexibility. It is interesting to follow them.

B. Use both cognates in sentences:

(Consult dictionary if necessary.)

Example:

wink

twinkle

*Jack cracked a joke and winked suspiciously.**His eyes twinkled while we laughed.*

| | | | |
|-----------|---------|------------|----------|
| 61. prate | prattle | 72. spit | sputter |
| 62. seek | search | 73. gleam | glimmer |
| 63. wring | wrench | 74. crack | crackle |
| 64. grab | grapple | 75. drop | dribble |
| 65. nick | notch | 76. roam | ramble |
| 66. wrest | wrestle | 77. beat | batter |
| 67. game | gamble | 78. stride | straddle |
| 68. claim | clamor | 79. sniff | sniffle |
| 69. sizz | sizzle | 80. chat | chatter |
| 70. blow | blast | 81. frit | fritter |
| 71. mix | mixle | 82. throat | throttle |

C. Replace the dash by a suitable verb from among those given:

| | | | | | |
|----------------|----------------|-----------------|----------------|-----------------|---------------|
| <i>drives</i> | <i>drifts</i> | <i>rolls</i> | <i>flashes</i> | <i>surge</i> | <i>bubble</i> |
| <i>shoot</i> | <i>sparkle</i> | <i>blaze</i> | <i>glow</i> | <i>twinkle</i> | <i>creaks</i> |
| <i>flicker</i> | <i>glint</i> | <i>glitters</i> | <i>shine</i> | <i>shimmer</i> | <i>clang</i> |
| <i>dart</i> | <i>gurgle</i> | <i>glisten</i> | <i>reflect</i> | <i>sputters</i> | <i>clank</i> |

| | | |
|------------------|-------------------|----------------------|
| 83. Flames _____ | 91. Lumber _____ | 99. Glasses _____ |
| 84. Waves _____ | 92. Embers _____ | 100. Mirrors _____ |
| 85. Lights _____ | 93. Steam _____ | 101. Springs _____ |
| 86. Gold _____ | 94. Torches _____ | 102. Dewdrops _____ |
| 87. Stars _____ | 95. Candles _____ | 103. Glowworms _____ |
| 88. Sleet _____ | 96. Billows _____ | 104. Fountains _____ |
| 89. Snow _____ | 97. Thunder _____ | 105. Diamonds _____ |
| 90. Chains _____ | 98. Meteors _____ | 106. Lightning _____ |

Topic 27. THE VERB: Correct Usage. (109)**(A Review)**

A. Replace the dash by the correct form of one of the verbs indicated:

*rise**raise**arise*

1. The tide _____ while we were bathing.
2. A storm had _____ before we got out of the forest.
3. Malcolm _____ himself in his bed and began to explain.
4. The Filipinos have _____ large quantities of hemp this year.
5. Ordinarily we _____ at sunrise and retire at sunset.
6. When trouble _____ among the peasants the soldiers interfered.
7. Before he was thirty, John Tucker had _____ to prominence.
8. _____ yourself up to the level of the best man.
9. _____ thy sluggishness and mend thy evil ways.

*lay**lie**lie* (to tell an untruth)

10. Jones _____ in bed many months seriously sick.
11. Let us _____ down a while in the shade.
12. The wreckage _____ on the beach for weeks.
13. As we passed we saw a coyote _____ at full length on the rails.
14. You can _____ to your fellow man, but never to God.
15. One who has _____ once in a serious matter will always be doubted.
16. On the seat beside me _____ a kitten fast asleep.
17. We stretched out, and _____ our weary heads on the dewy sod.
18. The thief's uneasiness showed that he had _____.

*sit**set**seat*

19. The bric-a-brac was neatly _____ on the parlor mantel.
20. After the guests had been _____ refreshments were served.
21. We were especially interested in the poultry man _____ some hens.

22. Ducks _____ twenty-eight days in hatching out ducklings.
23. We must _____ an hour in the depot waiting for our train.
24. The young ones amused themselves _____ up toy blocks.
25. The original Academy of Music _____ four thousand people.
26. After the members had _____ themselves the roll was called.
27. Had you not _____ these so close they would have thrived.
28. Some of us had _____ on soap-boxes to see the parade.

B. Replace the dash with the appropriate form of the verb, and give reason for the choice:

- | | |
|--------------|--|
| <i>seem</i> | 29. The story of the Three Bears _____ to take well with |
| <i>seems</i> | children. All animal stories _____ to amuse them. |
| <i>go</i> | 30. Crowds from the congested quarters _____ to the surf. |
| <i>goes</i> | The rich _____ to the resorts. |
| <i>is</i> | 31. The law that has barred the Chinese _____ about to |
| <i>are</i> | be repealed. _____ injustice ever permissible? |
| <i>look</i> | 32. Scaling the perpetual snows _____ impossible to me. |
| <i>looks</i> | The Andes Mountains _____ stately and imposing. |
| <i>was</i> | 33. A rise in the price of food _____ the first sign of hard |
| <i>were</i> | times. A regiment of negroes _____ embarked. |
| <i>come</i> | 34. Ships from every port of the globe _____ to New York. |
| <i>comes</i> | High prices _____ as demand exceeds supply. |
| <i>have</i> | 35. Neither mountaineer nor backwoodsman _____ interest |
| <i>has</i> | in city life. _____ the frontiersman and the city |
| | man any interest in common? |
| <i>make</i> | 36. The cutlers of Sheffield _____ the best surgical instru- |
| <i>makes</i> | ments. Which people _____ the finest lenses? |
| <i>feel</i> | 37. Persons in low lands _____ the cold more readily than |
| <i>feels</i> | those in high altitudes of the same temperature. |
| | Who _____ the heat first? |
| <i>show</i> | 38. Skeletons unearthed here and there _____ that this |
| <i>shows</i> | land once contained beings not yet accounted for. |
| | Floating straws _____ which way the wind blows. |
| <i>eat</i> | 39. Ordinarily, animals _____ only when necessity requires |
| <i>eats</i> | it; but man _____ whether he is hungry or not. |

SUPPLEMENTARY

C. Replace the dash with the proper form of *lie* or *lay* :

40. When trapped by smoke _____ flat on the floor and creep away.
41. He _____ stunned in the hospital as we _____ his brother in his grave.
42. _____ the book on the centre-table.
43. Mother, may I _____ down on the couch?
44. Now I _____ me down to sleep.
45. When I saw them last, the tramps _____ under the tree asleep.
46. After the parade the ships _____ at anchor in the Hudson.
47. Why do some rugs _____ more smoothly than others?
48. I was told that I might _____ here if I wished.
49. Before the game we _____ our jackets in a heap.
50. Hush, you little pigeon, _____ still and go to sleep.
51. All through the winter our bulbs _____ buried in the sand.
52. An opossum _____ in our hay-loft as snug as a sleeping pup.
53. I do not know where they have _____ him.
54. This mechanic has _____ two hundred bricks in an hour.
55. The boxes _____ on top of each other, five deep.
56. I _____ down, and I _____ myself down, mean the same thing.
57. Rex, _____ down and stop snarling.
58. Children, _____ your pens in the groove of your desk.
59. You may _____ on the couch, but I prefer that you _____ on your bed.
60. Helen was told to _____ her wraps on the bench, and accordingly she _____ them there.
61. It was not until after the game that we discovered that our coats had _____ in the dust.
62. Though they had _____ there through the cold spells, they looked hardier in spring.
63. Wheat is sown in the fall, and it _____ in the ground all winter.
64. Thousands of unidentified soldiers _____ in the graves of our national cemeteries.

Topic 28. SYNTAX: Agreement, Government.

Observe:

- a. The Lord spoke to Moses on the mount and delivered to him the two tables of the law.
- b. The manager spoke to me about the parcel and will deliver it on the next trip.
- c. The manager spoke to me about the parcel, and he will deliver it on the next delivery.

Note that *spoke* and *delivered*, sentence *a*, are the predicate verbs connected by *and*, and that they have the one subject word, *Lord*. **Note** also that they are of the same mood and tense.

Note that in sentence *b*, *spoke* and *will deliver*, connected by *and*, have the one subject word, but that they are verbs of different tense. This is faulty construction; each verb should have its own subject, as in *c*.

SYNTAX RULE 15: When verbs are connected by a conjunction they must either agree in mood, tense, or form, or have separate nominatives expressed.

Observe:

- d. Me he restored to mine office, and him he hanged.
- e. Having insulted me, they affronted her with base accusations.
- f. He and I she chose as her special friends.
- g. Him and me she chose as her special friends.

Note that *Me*, sentence *d*, is in the objective case, being the object of the active-transitive verb *restored*; that *him* is in the objective case for the same reason.

Note that *me*, sentence *e*, is in the objective case, object of the verbal *having insulted*.

Note that *He* and *I*, sentence *f*, are in the nominative form. This is incorrect because, as objects of the verb *chose*, they should be in the objective form. The sentence should read as in *g*.

SYNTAX RULE 16: Active-transitive verbs and their verbals govern the objective case.

Observe:

h. I being a mere child, the court refused to put me under oath.

i. O Thou that dwellest in the Heavens, guard Thy benighted children.

j. Clara, she with the auburn hair, is an expert typist.

k. He that is in the city, famine and pestilence shall devour him.

Note that *I*, sentence *h*, must be in the nominative case, being the *nominative absolute*; that *Thou*, sentence *i*, must be in the nominative case, being the *nominative by address*; that *she*, sentence *j*, must be in the nominative case, being the *nominative by apposition*.

Note that *He*, sentence *k*, is entirely independent of any other part of the sentence, though it happens to have a clause dependent upon it; that it is in the nominative case. A noun or pronoun so used is called the *nominative by allusion*.

SYNTAX RULE 17: A noun or pronoun is put in the nominative case when its case depends on no other word in the sentence.

A. Correct the sentence and quote the rule of syntax which applies:

1. Me being young they took advantage of me.

2. Who should I meet but my old chum Tom.

(What is the object of *should meet*?)

3. Father permitted my brother and I to join the club.

4. If he were sick and would be here I should certainly nurse him.

(Read again the illustrations leading up to Rule 15.)

5. Whom do you think was there?
(What is the subject of *was*?)
6. If he understands the business and promised to attend to it hire him.
(In correcting, attend to punctuation also.)
7. Temperance and exercise preserves health.
8. The committee were discharged with many thanks.
9. The committee was making a serious business of it.
10. Him a draft dodger, how I am disappointed in him.
11. I am reading the life of Clara Barton, she that organized the first American Red Cross Society.
(What word is in apposition with *she*?)
12. There was more thieves than one in that den.
(What is the subject of the sentence?)
13. The couple is enjoying the congratulations of its friends.
(What is the collective noun?)
14. Lester never did and never should have played the organ.
15. Impossible! It couldn't be her.
16. Neither of my brothers were citizens.
17. Either he or I are mistaken.
18. Stanley as well as his brothers were at the Hippodrome.
(*As well as*, like *either—or* and *neither—nor*, requires a singular nominative.)
19. Neither of my brothers are old enough.
20. Her being on deck, we gave three loud cheers for the good ship.
21. Who the cap fits let him wear it.
(What is the object of *fits*?)
22. Too bad, you cannot see any one in prosperity without envying them.
23. Each should in turn provide for themselves.
24. One or the other must give up their seat.
25. Between him and I there was always the kindest feeling.

26. I always have and I shall always be of this opinion.
27. In the camp of Israel every man and every woman were numbered.
28. That surely must be him.
29. The news came from Anderson, he that defended Fort Sumter.
30. You cannot say you wasn't properly received.

31. No alien ever has, and never will be elected to the presidency.
32. He dare not do as he says.

(Conjugate *dare* in the indicative present.)

33. Should indeed be happy to see you soon again.
34. A pack of wolves was gnawing on a thousand sheep bones.
35. Neither the conductor nor the motorman are to blame.

36. You will surely fail, and should therefore not venture it.
37. It need not necessarily be her nor him.
38. Neither he nor I is to blame.

(Refer to the significance of the word *form* in Syntax Rule 15.)

39. We naturally took it to be she.

(What is the subject of the infinitive *to be*?)

40. Congress will consider tariff revision at their next session.
41. The crowd was so dense that it was with difficulty we made our way through them.
42. "A man is not such a machine as a clock or a watch which will move only as they are moved."

(What is the antecedent of *which*? In the clause *as it is moved*, parse *as*.)

43. Let you and I report this to the police.
44. I looked for hickory-nuts and persimmons, but there wasn't any.
45. Hoping to hear from you soon,

Your loving brother,

(Two lines dangling; there is neither subject nor predicate. Compare with this:

Hoping to hear from you soon, I remain,
Your loving brother,)

Observe:

- l. Stevenson, the Vice-President, presided in the Senate.*
m. The page went to Stevenson the Vice-President's desk.
n. He politely saluted Stevenson, the Vice-President.

Note that *Vice-President*, sentence *l*, is placed near *Stevenson*, and is used to explain *Stevenson*, which is in the nominative case; that *Vice-President's*, sentence *m*, is placed near *Stevenson*, and is used to explain *Stevenson*, which is in the possessive case; that *Vice-President*, sentence *n*, is placed near *Stevenson*, and is used to explain *Stevenson*, which is in the objective case.

(Though *Stevenson*, sentence *m*, is in the possessive case, the apostrophe is not affixed to it but to its appositive, *Vice-President*, because the latter immediately precedes the noun governed, *desk*.)

SYNTAX RULE 18: A noun or pronoun used to explain a preceding noun or pronoun is in apposition with the latter and is put in the same case.

(*Apposition* means *placed by the side of*.)

B. Name the appositive and the noun or pronoun with which it is in apposition, then state its case:

46. We sat in the moonlight, Jack and I.
47. The moon seemed to shine just for us, Jack and me.
48. Bell and Stewart, noted importers, have recently failed.
49. The medical inspector advised us boys to breathe deeper.
50. We boys are expected to hold up the honor of the school.
51. Daniel Webster, the orator and statesman, delivered the famous Bunker Hill Oration.
52. Labor to keep alive in your breast that little spark of celestial fire—conscience.
53. They were all oyster farmers, squatters on the Chesapeake banks.

54. The class is now reading "Evangeline," the pretty tale of Acadia.
 55. We listened to the tales of an old sailor, a weather-beaten Scot from Aberdeen.
 56. All these wading birds—the herons, the cranes, the bitterns, the snipes, and the plovers—are beautiful and graceful in form.
 57. "But He, our gracious Master, kind and just,
 Knowing our frame, remembers we are dust."

—Barbault.

Observe:

o. It is sweet and noble to die for one's country.

p. "To make the most of dull hours, to make the best of dull people, to like a poor jest better than none, to wear the threadbare coat like a gentleman, to be outvoted with a smile, to hitch your wagon to the old horse if no star is handy—that is wholesome philosophy."

q. The fact that life is short should keep us profitably busy.

r. "Don't forget this: the door to success is always marked PUSH."

Note that in sentence *o*, *It* is the subject, *is* is the predicate, *sweet* and *noble* the predicate adjectives; that *to die for one's country* has here only one use—to explain what is meant by *it*

Note that in sentence *p*, *that* is the subject, *is* is the predicate, *philosophy* the predicate nominative; that all the phrases preceding are used merely to explain what is meant by *that*.

The appositive of a pronoun may be a phrase.

Note that in sentence *q*, *fact* is the subject, *should keep* the predicate, and *us*, its complement, the object; that the clause *that life is short* has here no use but to explain *fact*.

Note that in sentence *r*, likewise, the clause beginning *the door to success* has no use in the sentence but to explain *this*.

The appositive of a noun or pronoun may be a clause.

C. Analyze verbally:

Example:

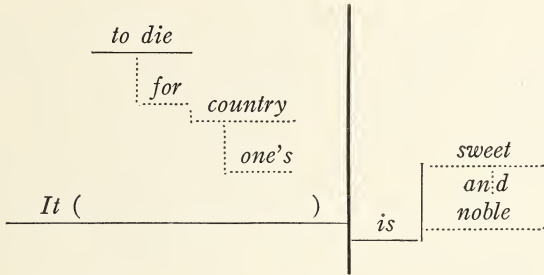
It is sweet and noble to die for one's country.

- I. *It is sweet and noble to die for one's country.*
 - II. Simple declarative sentence.
 - III. Subject: *It*, having for appositive the verbal phrase *to die for one's country*, of which the principal part is the verbal *to die*, modified by adverbial phrase *for one's country*.
 - IV. Predicate: being verb *is*.
 - V. Predicate adjectives: *sweet, noble*, connected by conjunction *and*.
58. Daguerre, the inventor of a printing process, was also a famous painter.
 59. The Arabs have a superstition that the stork has a human heart.
 60. It is profitable to read frequently and attentively.
 61. To make the best of the present opportunity, this is the first step forward.
 62. "It does not need that a poem should be long; every word was once a poem."
 63. Science, literature, and art owe much to the Medicis, a renowned Italian family.
 64. Who our greatest statesman is, that is a question difficult to answer.
 65. How cheerfully the songster sings for us, you and me.
 66. Great Lord, God of the Universe, guide Thou the steps of Thy turbulent people.
 67. In your trouble confide to your mother, your sweetest friend on earth.
 68. What I could do under the circumstances, that was a serious question.
 69. It is in every man's power to act the man in any situation.

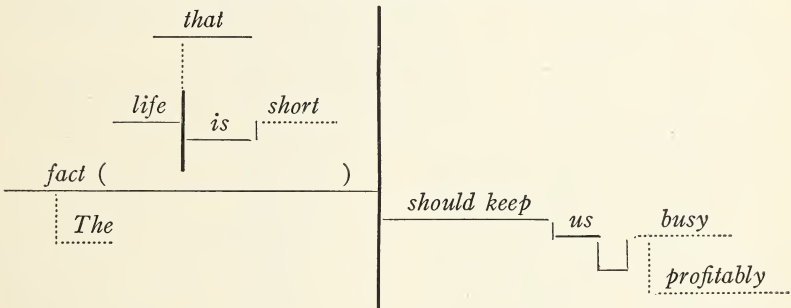
D. Analyze graphically each sentence in Exercise C.

Examples:

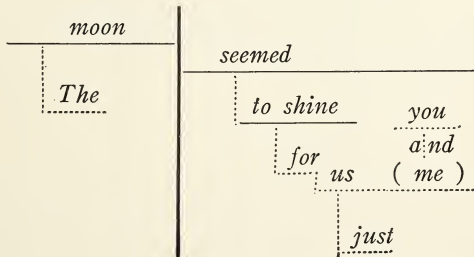
It is sweet and noble to die for one's country.



The fact that life is short should keep us profitably busy.



The moon seemed to shine just for us, you and me.



E. Name each noun and give its syntax:

(See picture on opposite page.)

THE RED MAN'S ANSWER

"Halt! Not a move! You are gunning on the White Man's grounds. How dare you quit the Reservation?" So bellowed the frontiersman, pointing beyond the South Fork to the Pine Ridge Reservation, as he ordered the Red Man from the spot.

"Hold in, White Man! Hold in! A minute ago I could have had your life with a click of this rifle. Behind that tamarack I watched you coming up the hill. I saw your face. I said to my soul, 'that white man's face is good, his mind is straight, his heart is right; I will not spill noble blood.'"

This was Semeo's magnanimous answer to the White Man's affront—Semeo, the Ogalalla Sioux. Years of suffering and disappointment had made the Indian callous to insult.

"I mean you no harm," resumed the frontiersman, touched by such nobleness of soul, "but the law gives me this ground for the chase, and it pays you to stay on the Reservation."

"Ah, my Friend, it is now five years since I sold my land to your commissioners. They said that Congress would sign the treaty and send us the money. But we have not received one cent. You buy our crops and pay us half. You shut off our water. You make us sell our good land; then your government pushes us up the hill where there is nothing but stones. My people must live on acorns, pine nuts, or mesquit beans. You make laws for us and we have no say. My friend, you are on my hunting ground. I was born here. My fathers are buried in yonder Valley, and we will not shed blood on their ashes. The Great Spirit will yet come and give me back my green fields and my hunting grounds."

"Semeo," broke in the frontiersman, "I think you have a just grievance. Treaties between Congress and the Indians should be sacred covenants. The wrongs your people have suffered are due



to the carelessness or to the ignorance of my people. I will do all in my power to tell them of their duty to you."

He was still speaking as Semeo gently reached out and took the hand of his new acquaintance, his eyes full of bitter tears, his voice choking. Then he turned and silently walked off in the direction of the Reservation, leaving in the white man's heart a resolve to do his part toward the establishment of justice to his red brother.

F. Explain the correction:

| INCORRECT FORM | CORRECT FORM |
|---|---|
| 70. Yesterday I have studied three chapters of "Ivanhoe." | Yesterday I studied three chapters of "Ivanhoe." |
| 71. To-morrow I study the next three. | To-morrow I shall study the next three. |
| 72. I shall study three more by to-morrow. | I shall study three more to-morrow. |
| 73. Did she ever seen my friend Bradley? | Has she ever seen my friend Bradley? |
| 74. I shall meet him many times by the end of this week. | I shall have met him many times by the end of this week. |
| 75. I have seen your friend before I met you. | I had seen your friend before I met you. |
| 76. I seen him several times during the last week. | I saw him several times during the last week. |
| 77. Ain't Mr. Brown been here at all to inquire about your health? | Hasn't Mr. Brown been here at all to inquire about your health? |
| 78. Sprigg has been here before ten o'clock and has been disappointed at not meeting you. | Sprigg was here before ten o'clock and was disappointed at not meeting you. |

(90) Topic 29. WORD STUDY: Homonyms, Synonyms, Antonyms. (128)

(A Review)

A. Give a homonym for the word, and use both it and its homonym in the same or in different sentences:

Example:

cash

cache

In a subterranean cache lay an enormous supply of canned goods.

Business done on a cash basis is at least safe.

| | | | | |
|---------|----------|----------|-----------|-------------|
| 1. see | 11. bear | 21. hart | 31. leak | 41. belle |
| 2. doe | 12. foul | 22. feat | 32. mite | 42. grate |
| 3. inn | 13. hall | 23. hour | 33. pane | 43. bough |
| 4. son | 14. meet | 24. know | 34. pore | 44. strait |
| 5. dye | 15. hoes | 25. paws | 35. ruff | 45. plumb |
| 6. jam | 16. gait | 26. vane | 36. vale | 46. mantel |
| 7. toe | 17. weak | 27. beat | 37. aught | 47. creak |
| 8. tax | 18. sloe | 28. sale | 38. route | 48. Greece |
| 9. lye | 19. wear | 29. bade | 39. waste | 49. meddle |
| 10. eye | 20. knew | 30. fare | 40. chute | 50. capitol |

B. Give a synonym for the word, and use both it and its synonym in the same or in different sentences:

(Refer to the dictionary if necessary.)

Example:

franchise

privilege

To operate a street-car system you must have a franchise.

After a year in our military service, a foreigner may ask for the privilege of citizenship.

| NOUN | VERB | ADJECTIVE | ADVERB |
|----------------|---------------|-----------------|-------------------|
| 51. error | 66. reprove | 81. bashful | 96. truly |
| 52. desire | 67. support | 82. certain | 97. calmly |
| 53. injury | 68. allow | 83. clumsy | 98. rightly |
| 54. force | 69. consent | 84. immense | 99. feebly |
| 55. goods | 70. collect | 85. difficult | 100. cunningly |
| 56. behavior | 71. honor | 86. abundant | 101. frequently |
| 57. occupation | 72. complete | 87. humorous | 102. drowsily |
| 58. sorrow | 73. endeavor | 88. cautious | 103. boisterously |
| 59. pleasure | 74. provide | 89. pleasant | 104. otherwise |
| 60. comfort | 75. advice | 90. precise | 105. politely |
| 61. alertness | 76. attain | 91. amiable | 106. fortunately |
| 62. contract | 77. cauterize | 92. industrious | 107. directly |
| 63. casualty | 78. persuade | 93. charming | 108. evidently |
| 64. associate | 79. advance | 94. efficient | 109. forthwith |
| 65. encounter | 80. disgrace | 95. delicious | 110. admirably |

C. Give a suitable antonym for the word, and use both it and its antonym in the same or in different sentences:

(Refer to the dictionary if necessary.)

Example:

respectfully

impertinently

Act respectfully toward your parents at all times.

In acting impertinently you commit a serious offense.

| NOUN | VERB | ADJECTIVE | ADVERB |
|---------------|--------------|----------------|---------------|
| 111. vice | 116. exclude | 121. gloomy | 126. slowly |
| 112. slavery | 117. consent | 122. pretty | 127. least |
| 113. sadness | 118. advance | 123. prompt | 128. meanly |
| 114. interior | 119. borrow | 124. awkward | 129. nowhere |
| 115. ugliness | 120. expose | 125. expensive | 130. slovenly |

| NOUN | VERB | ADJECTIVE | ADVERB |
|----------------|----------------|----------------|-------------------|
| 131. abundance | 139. increase | 147. brilliant | 155. partially |
| 132. darkness | 140. import | 148. polite | 156. gently |
| 133. strength | 141. descend | 149. weighty | 157. gayly |
| 134. wisdom | 142. blame | 150. dull | 158. forward |
| 135. motion | 143. encourage | 151. fidgety | 159. accidentally |
| 136. obverse | 144. inhale | 152. reckless | 160. stupidly |
| 137. future | 145. reject | 153. educated | 161. merrily |
| 138. certainty | 146. deny | 154. silent | 162. doubtfully |

(93) Topic 30. THE VERB: Mood. (III)

(A Review)

Observe:

- a. *The farmer raises wheat.*
- b. *Does the farmer raise wheat?*
- c. *Raise your wheat where the ground is moist.*
- d. *If he raise wheat he will become prosperous.*
- e. *If he raises wheat he will become prosperous.*

Note that *raises*, sentence *a*, is used as a statement of fact—it is in the indicative mood; that *does raise*, sentence *b*, is used in a question of fact—it is also in the indicative mood; that *raise*, sentence *c*, is used in a command—it is in the imperative mood; that *raise*, sentence *d*, is used in a supposition—it is in the subjunctive mood; and that *raises*, sentence *e*, is used as an assumed fact—it is in the indicative mood.

The indicative mood is used:

- (1) with facts; e.g., *Wolf stormed Quebec.*
- (2) with questions about facts; e.g., *Who was with Wolf?*
- (3) with conditions assumed as facts; e.g., *If firearms are dangerous, we should not trifle with them.*

The imperative mood is used with a command or an entreaty as expressed in every imperative sentence.

The subjunctive mood is used:

- (1) to express a prayer or a wish; e.g., *O Lord, Thy will be done.*
- (2) to express an uncertainty; e.g., *If he live till to-morrow he will recover.*
- (3) to express a supposition contrary to fact; e.g., *If I were a shark I should know the ocean's secret.*

A. Replace the dash by a form of the verb *be*, subjunctive or indicative as the sense requires:

Example:

I _____ disappointed if you _____ to fail.

I should be disappointed if you were to fail.

1. If that beggar _____ deserving, we should find it easy to be generous.
2. Though he _____ deserving, we _____ in no position to help him.
3. Potatoes would grow in abundance here if the soil _____ lighter.
4. _____ it ever so humble, there _____ no place like home.
5. Though I _____ the candidate of one party only, I _____ not _____ partial to it.
6. Though I _____ penniless forever, I would never stoop to bribery.
7. If coal _____ so cheap, why don't you lay in a large supply?
8. Because coal _____ so cheap I laid in a large supply.
9. If coal _____ cheaper we would have laid in a large supply.
10. If coal _____ cheaper we would lay in a large supply.
11. Stokes _____ accepted for foreign service _____ it not for his invalid mother.
12. I wish I _____ old enough to join the legions at the front.
13. My son _____ richer to-day, if he _____ more thrifty in youth.

14. _____ it ever so trying, the path of duty allows no choice.
15. In expectation that there _____ mishaps on the trip, we had provided ourselves with "first aid."
16. Edith _____ an hour earlier at the office, if she really _____ anxious to secure the position.
17. If I _____ you, I _____ not _____ so quick to complain.
18. If nothing happens, I _____ in San Francisco in four days.
19. If anything should happen I _____ delayed indefinitely.
20. Though it _____ stormy to-morrow, I shall make that trip.
21. Though she _____ a thousand times richer, I should not change my opinion of her.
22. _____ the sun twice as far away, there _____ no life on earth.
23. We _____ at St. Quentin's twice before the war had started.
24. If it _____ possible at all, live peaceably with all men.
25. If I should succeed, it _____ owing to your advice.

(109) **Topic 31. THE VERB: Mood Auxiliary.**

Observe:

- a. Mother, can I go to the *matinée*?
- b. Mother, may I go to the *matinée*?
- c. Mother, I will wear my pink dress.
- d. Mother, I shall wear my pink dress.

Note that sentence *a* means *Have I the power to go to the *matinée*?*; but that sentence *b* asks for permission to go. **Note** that this difference in meaning is secured by the proper use of *can* or *may*.

Note that sentence *c* implies *determination*, but that sentence *d* implies merely *futurity*—it is a simple statement as to what is to happen in the future.

Note the uses of *may*, *can*, *must*, *might*, *could*, *would*, and *should* :

INDICATIVE

SUBJUNCTIVE

- | | |
|--|--|
| <p>e. George <u>may live</u> to be ninety. (It is <i>possible</i> for George to reach that age.)</p> | <p><u>May he live</u> to be ninety ! (A mere <i>wish</i>, not a fact.)</p> |
| <p>f. Frank <u>may recite</u> now. (He has the <i>liberty</i> or <i>permission</i> to recite now.)</p> | <p>I shall call upon Frank first that he <u>may recite</u> at once. (A <i>purpose</i> is best expressed by the subjunctive.)</p> |
| <p>g. The teacher said that Tom <u>might go</u> when he was ready. (Same as in f, but in the <i>past tense</i>.)</p> | <p>The teacher called upon Tom first that he <u>might go</u> without delay. (Same as in f, but in the <i>past tense</i>.)</p> |
| <p>h. I <u>can sing</u>; I <u>could sing</u> once; I <u>must sing</u> now. (I <i>am able</i> to sing; I <i>was able</i> to sing once; I <i>am compelled</i> to sing now.)</p> | <p>(<i>Can</i> and <i>must</i> are used with <i>facts</i> or with conditions assumed as facts; hence no subjunctive.)</p> |
| <p>i. Mezzofonti <u>could speak</u> eighty-eight languages. (A <i>fact</i>; <i>could</i> here is simply the past tense of <i>can</i>, which is always in the indicative.)</p> | <p>If you <u>could speak</u> so many languages, the world <u>would consider</u> you highly gifted. (This is a conclusion drawn from a statement which is <i>not</i> a fact.)</p> |
| <p>j. The interpreter said he <u>could speak</u> five languages. (Statement of <i>fact</i> equivalent to the direct quotation: <i>The interpreter said, "I can speak five languages."</i>)</p> | <p>The interpreter said that had he been able to speak one more language he <u>could have filled</u> the position. (Indirect quotation based upon an <i>assumption</i>.)</p> |

INDICATIVE

SUBJUNCTIVE

k. *The United States should be the greatest power on earth. We should make it so.*

(When *should* is equivalent to *ought to*, it signifies *obligation*, and this is best expressed by the indicative.)

l. *I should say that there are now six million people in the metropolis.*

(Equivalent to: *I am of the opinion*, etc.)

m. *On fast days he would eat no meat.*

(Indicative of *Determination*.)

While others slept he would work on.

(Indicative of *Habit*.)

If the United States should ever be the greatest power on earth, all nations would surely accept its counsel.

(*Uncertainty* is expressed by the subjunctive.)

That a valiant soldier like Arnold should turn traitor is almost inconceivable.

(Arnold did turn traitor, but the fact seems so *improbable* that the mind inclines to *doubt*.)

(*Should* and *would* have uses similar to *shall* and *will* of the indicative.)

(In expressing a wish contrary to the fact, use the subjunctive *were* instead of the indicative *was*.)

A. Give the mood and tense of the underscored verb:

1. Is it not unjust that the innocent should suffer for the guilty?
2. If I were an American as I *am* an Englishman, while a foreign troop was landed in my country, I never would lay down my arms.
3. Whenever she walked alone, she would talk to herself.
4. He might have finished sooner had he not been interrupted.
5. I am the Lord thy God, thou shalt not have strange gods before me.
6. If this picture were shown now, the censors would close the hall.
7. "God bless you little lad," said Douglas to Dunstan.
8. Upon my word, that man acts as if he were demented.
9. It was an act of Providence, and Providence make me thankful.
10. "Put a beggar on horseback and he will ride to Hades."

11. If wishes were horses, beggars might ride.
12. Had the United States not entered the war, Europe might tell a different tale to-day.
13. Would you dance the Highland Fling, if you were asked?
14. Were it not for the aid of a stranger, I might have frozen to death.
15. If turnips were watches, I should never wear one.

B. Analyze verbally and graphically each sentence in Exercise B.

C. Correct each error, and explain the correction:

16. If only he was here I wouldn't worry a bit.
17. If John was of age he might receive his discharge.
18. Can I speak to my sister when she comes in?
19. If there is a game this evening, you can go to that.
20. It looked as if it was going to clear up.
21. You hadn't ought to have skated on that thin ice.
22. She ought to go now, hadn't she?
23. Will I take these papers to the office immediately?
24. You might fall if you would run too fast.
25. Could you not do better if you should try harder?
26. What would you do if your house would take fire?
27. I should rather have a living dog than a dead lion.
28. For my part you can swim across the Pacific, if you may.
29. It is now ten o'clock, will we go home?
30. Supposing she was there, what can she do?
31. People hadn't ought to believe every talker they meet.
32. We ask that you should come earlier, if you can.
33. I might have gone sooner, hadn't I?
34. The car would have been smashed if it wasn't for your cool head.
35. If there is nothing to stop you, could you not call to-night?

Topic 32. THE IDIOM.

Observe:

- a. "In the Good Old Summer Time," why, I sang that song once.
- b. "Not a drum was heard, not a funeral note."
- c. There is an angel in that block of marble.
- d. It snows, it sleets, it rains.
- e. The quieter the sea, the pleasanter the trip.

Note that in sentence *a*, *why*, ordinarily used as an adverb, has no structural use.

Note that in sentence *b*, *not*, ordinarily used as an adverb, modifies *a drum*, that is, an adjective and a noun together.

Note that in sentence *c*, *there*, usually an adverb, has no adverb significance, as that is supplied by the phrase *in that block*.

Note that in sentence *d*, *it*, usually a pronoun, has no noun expressed or understood for which it stands.

Note that in sentence *e*, *the*, usually an adjective, is made to modify another adjective.

These expressions do not conform to general rules. Such peculiarities of language when universally accepted are called *idioms*.

(Care must be taken not to confuse idiomatic language with irregularities like "cut it out," "out of sight," "can it," "beat it." Such expressions, no matter how forcible or significant under pressure, are considered inelegant, and are commonly known as *slang*.)

In parsing such words, it is best to designate them as idiomatic and tell their office in the sentence; thus, *why*: *idiomatic* WHY used independently; *not*: *idiomatic* NOT used as an adjective to modify *a drum*; *there*: *idiomatic* THERE used as an introductory; *it*: *idiomatic* IT used as subject; *the*: *idiomatic* THE used as an adverb to modify *quieter*, etc.

Observe:

- f. *Keep your hands out of politics.*
 g. *Wash your hands of that case at once.*
 h. *Hereafter, leave the hiring of men in my hands.*

Note that *hands* as used in these three sentences is not to be taken in its literal sense; yet we understand exactly what is meant in each case. By habit and practice we have learned to accommodate ourselves to this widening or extension of the meaning of certain words; in other words, we gradually adopt idiomatic usage. However, to be used correctly, idioms must be well known; thus, instead of sentence g, we do not say *Wash your hands from that case at once*.

A. Construct sentences using the idiomatic elements:**Example:**

strike up
 strike oil
 strike out
 strike home
 strike a snag

Strike up the band, here comes the Major.
Bore here and you will strike oil.
Lie flat on the water and strike out vigorously.
A pointed remark will strike home somewhere.
Use intelligence and you will seldom strike a snag.

- | | | |
|-----------------|-----------------|--------------|
| 1. fair weather | 2. free passage | 3. bad blood |
| fair play | free rein | bad temper |
| fair name | free trade | bad coin |
| fair words | free will | bad debts |
| fair hair | free-spoken | bad odor |

- | | | |
|--|---|--|
| 4. deep water deep forest deep silence deep scheme deep thought | 9. carry on carry off carry out carry through carry away | 14. set against set aside set on foot set at ease set at liberty set in order |
| 5. cool breeze cool shade cool reason cool head cool treatment | 10. go abroad go ahead go halves go hard go against the grain | 15. stand by stand off stand for stand one's ground stand together |
| 6. clean copy clean sweep clean play clean leap clean style | 11. put away put by put down put off put to rights | 16. drop off drop in drop out drop anchor drop a line |
| 7. break away break out break in break down break up break loose break through break ground break step | 12. call back call on call off call out call forth call to account call to mind | 17. charge with charge against charge at charge a gun charge the wind |
| 8. hold out hold on hold over hold forth hold up hold tight | 13. cut down cut up cut into cut short cut off cut a drain cut to the heart | 18. cast away cast about cast out cast up cast from 19. put away put off put by |

20. come about
 come of age
 come to blows
 come to nothing
 come to want
 come in for
21. pass on
 pass by
 pass off
 pass the word
 pass an examination
22. get up
 get along
 get behind
 get rid of
 get wind of
 get the better of
23. play off
 play out
 play the game
 play possum
 play the hypocrite
24. run against
 run down
 run riot
 run in debt
 run a risk
 run a blockade
25. deny the truth
 deny admittance
 deny a request
 deny one's self
 deny one's country
26. draw upon
 draw off
 draw up
 draw money
 draw a check
27. fill out
 fill in
 fill up
 fill the chair
 fill an office
28. take up
 take heart
 take counsel
 take hold
 take leave
29. fly at
 fly off
 fly in the face of
 fly upon
 fly open
30. run errands
 run to seed
 run wild
 run for office
 run a risk
31. short answer
 short of cash
 selling short
 short in the sleeves
 the long and the short of it
32. shut in
 shut out
 shut off
 shut down
 shut up
33. train of cars
 train of a dress
 train of ideas
 train for a race
 train wild animals
34. turn down
 turn a corner
 turn the stomach
 turn gray
 turn a new leaf
 do a good turn

Topic 33. THE CONJUNCTION: Parenthetical. (121)**Observe:**

- a. He, as well as we, has paid for his seat.*
- b. We, as well as he, have paid for our seats.*
- c. He, and not we, has paid for his seat.*
- d. We, and not he, have paid for our seats.*
- e. He, more than we, is entitled to his seat.*
- f. We, more than he, are entitled to our seats.*

Note that although in every sentence *He* and *we* constitute the compound subject, in sentences *a*, *c*, and *e* the predicate verb is singular, and in *b*, *d*, and *f* the predicate verb is plural.

Note that if we leave out *as well as we*, *as well as he*, *and not we*, *and not he*, *more than we*, *more than he* from each sentence respectively, it becomes evident why in one sentence the verb is singular, and in another it is plural.

When the connection in the compound subject is so loose that the added element might be inserted in parenthesis, e.g., *He (as well as we) has paid for his seat*, the conjunction used is called *parenthetical conjunction*.

PUNCTUATION RULE 14: Commas are used to separate the parenthetical subject from the chief subject.

SYNTAX RULE 19: When a compound subject is connected by a parenthetical conjunction, the verb agrees in number with the chief subject.

The principal parenthetical conjunctions are:

| | | |
|-------------------|----------------------|---------------------|
| <i>and not</i> | <i>together with</i> | <i>as well as</i> |
| <i>but not</i> | <i>rather than</i> | <i>and—too</i> |
| <i>along with</i> | <i>more than</i> | <i>and—also</i> |
| <i>and indeed</i> | <i>as well</i> | <i>and—likewise</i> |

A. Replace the dash by the appropriate word in the parenthesis:

1. The father, but not the children, _____ (*are, is*) responsible to the State.
2. The palatial steamer, with nine hundred men, _____ (*was, were*) utterly lost.
3. All the girls, as well as their brother, _____ (*attends, attend*) the Quaker Church.
4. The account of Sir Mandeville's travels, and likewise his experiences, _____ (*fill, fills*) several volumes.
5. Mary, but not her sisters, _____ (*were, was*) invited to the wedding.
6. My father, and my brother too, _____ (*have, has*) made two trips to Europe.
7. The Tobin sisters, and their mother likewise, _____ (*sing, sings*) in the choir.
8. The careless parents, rather than their mischievous boy, _____ (*were, was*) severely punished.
9. Every man in the valley, together with his family and his belongings, _____ (*was, were*) buried in the avalanche.
10. The lily, more than the rose and the violet, _____ (*was, were*) the frequent choice of the ladies.
11. The members of the cabinet, along with the President, _____ (*have, has*) been informed of the proceedings.
12. Nearly every house in the town, and the churches too, _____ (*was, were*) completely wrecked by the shock.
13. The Arab, and his Bedouin friends also, _____ (*have, has*) freely fraternized with our men.
14. All his papers, as well as his valuable watch, _____ (*was, were*) taken from him.
15. Every Senator, and some of the Representatives too, _____ (*have, has*) recently visited the Cape Cod Canal.

(119) Topic 34. THE CONJUNCTION: Correlative.

Observe:

- a. Neither he nor they are business men.
- b. Neither they nor he is a business man.
- c. Not only he but they also are business men.
- d. Not only they but he also is a business man.
- e. Either he or they are business men.
- f. Either they or he is a business man.

Note that sentences *a* and *b* mean the same; that each has a compound subject connected by the coordinate conjunction *neither—nor*; that the relation between the subjects is mutual and is indicated by the conjunction. This kind of coordinate conjunction is called *correlative conjunction*.

Note that the verb *are*, sentence *a*, is plural because the subject nearest it, *they*, is plural; that the verb *is*, sentence *b*, is singular because the subject nearest to it, *he*, is singular; etc.

SYNTAX RULE 20: When a compound subject is connected by a correlative conjunction, the verb agrees in number with the subject nearest it.

The principal correlative conjunctions are:

| | | |
|--------------------|------------------------------|----------------------------|
| <i>either—or</i> | <i>whether—or</i> | <i>not merely—but too</i> |
| <i>neither—nor</i> | <i>not only—but also</i> | <i>not simply—but too</i> |
| <i>not—nor</i> | <i>not only—but likewise</i> | <i>not merely—but even</i> |

A. Replace the dash by *was* or *were*:

1. Not only the rooster but also the hens _____ sent to the market.
2. Not only the hens but also the rooster _____ sent to the market.
3. Whether he or his friends _____ to blame is not known.
4. Whether his friends or he himself _____ to blame is not known.

5. Not merely the privates but the captain too _____ put on short rations.
6. Not merely the captain but the privates too _____ put on short rations.
7. Not only the sons but the father also _____ in the oil business.
8. Not only the father but the sons also _____ in the oil business.
9. Neither she nor her two sisters _____ college students.
10. Neither the two sisters nor she _____ a college student.
11. Either he or his brothers _____ generously remembered in the will.
12. Either his brothers or he himself _____ generously remembered in the will.

SUPPLEMENTARY

B. Replace the dash by *is*, *am*, or *are* :

13. Both 'he and I _____ tall.
14. Neither he nor I _____ tall.
15. Either they or he _____ tall.
16. Either he or they _____ tall.
17. Not only he but they also _____ wrong.
18. Not only they but he also _____ wrong.
19. Not merely he but they, too, _____ rich.
20. Not merely she but they, too, _____ rich.
21. Not merely they but she, too, _____ rich.
22. The father and his sons _____ living.
23. The sons but not the father _____ living.
24. The father but not the sons _____ living.
25. Neither the sons nor the father _____ living.
26. Neither the father nor the sons _____ living.
27. Either the sons or the father _____ living.
28. Not the father but the sons _____ living.
29. Not the sons but the father _____ living.
30. Not only the sons but the father also _____ living.

Topic 35. THE ADVERB: Position.**Observe:**

a. Nearly every officer of the precinct was six feet two.

b. Every officer of the precinct was nearly six feet two.

Note that the two sentences do not mean the same.

Note that the difference in meaning is made by the difference in location of the adverb *nearly*. In sentence a, *nearly* applies to the number of officers who were six feet two; in sentence b, *nearly* applies to the height of all the officers.

The adverb must be placed as near as possible to the word it is to modify.

A. Explain the difference in meaning between the two sentences:

1. Scarcely a man of the crew could walk the deck.
A man of the crew could scarcely walk the deck.
2. I had almost expected to see you well again.
I had expected to see you almost well again.
3. We immediately decided to go to Quebec by water.
We decided to go to Quebec by water immediately.
4. I was particularly anxious not to meet that collector.
I was not particularly anxious to meet that collector.
5. It was understood that deaf mutes receive instruction only.
It was understood that only deaf mutes receive instruction.
6. Pestered often by stinging insects, cattle become frantic.
Pestered by stinging insects, cattle often become frantic.
7. Hardly half of the peasants know anything about city life.
Half of the peasants know hardly anything about city life.
8. It was understood that we always report punctually.
It was always understood that we report punctually.
9. A squad of scouts mainly was sent out to reconnoiter.
A squad of scouts was sent out mainly to reconnoiter.

10. We never said that we visited the Sicilian Sulphur Springs.
We said that we never visited the Sicilian Sulphur Springs.
11. Thereupon the maid promised to return instantly.
Thereupon the maid instantly promised to return.
12. Marie was even delighted to inspect the Queen's apartments.
Marie was delighted even to inspect the Queen's apartments.

B. Name each adverb, and give its syntax:

(See picture on opposite page.)

My dear Son Ralph,

Padua, Aug. 20, 1920.

Your letter reached me at Innsbruck. I am extremely happy to learn that you are enjoying your experience in the shipping business.

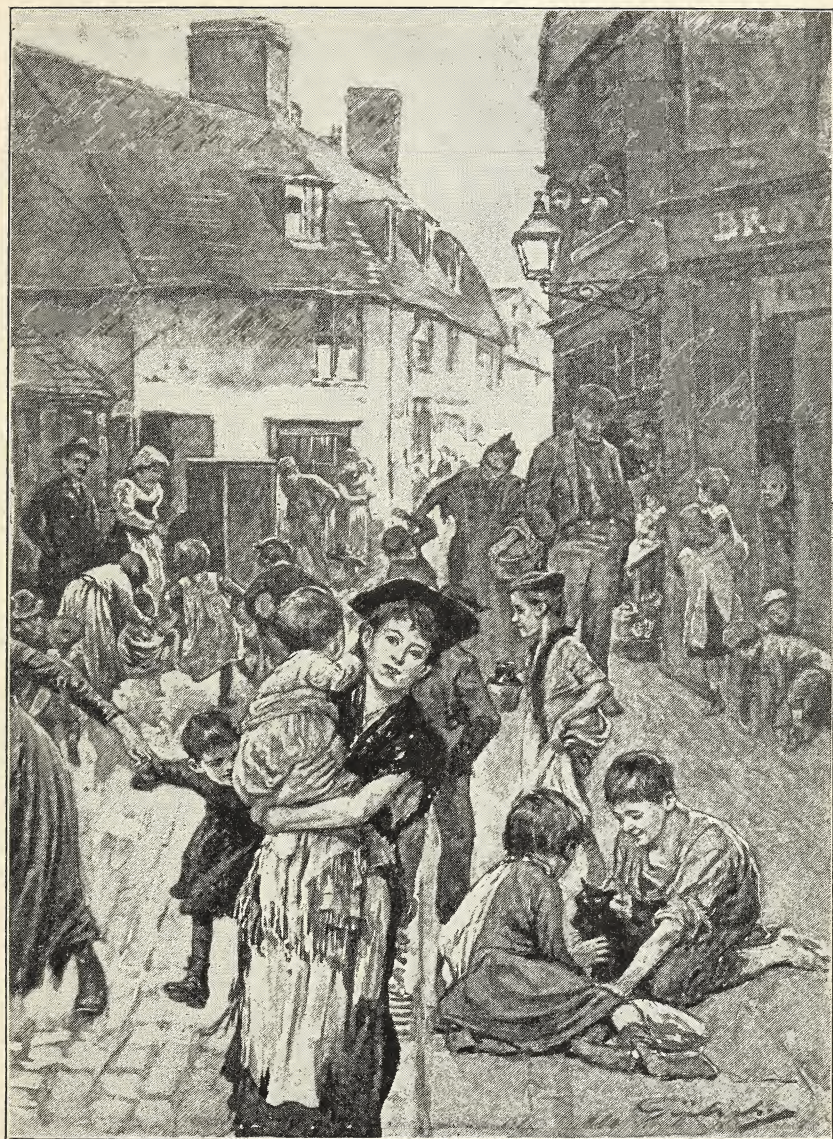
Instead of going directly to Padua I detoured to Sterzing, an old town whose ruined walls point to the time when it was under Roman dominion. The picture here enclosed is a snapshot of Hofer Platz on a holiday. The Sterzingers are an intensely religious people, yet on Sunday afternoon regularly they go out to the forest where they carry out a program of story telling, speech making, dramatizing, dancing and singing. Their forest is the home of a countless number of birds, mostly singers. I heard the nightingales one night do their best. Let me say right here that our American birds are mere amateurs, when the birds of Brenner Pass are spoken of. Some of these birds carry the tune of a folk song and sing it with real gusto.

When this letter reaches you, you will perhaps be preparing to return to college. Make the best of your time, especially your leisure. Study as if your life depended entirely on it. Don't fail to write to your dear mother at least once a week. I hope your next letter to me will have many other pleasant things about Marie, Claire and Germaine. Give them all my love.

Tell mother that business is improving rapidly and that I shall write again as soon as I reach Budapest.

Your anxious and affectionate father,

Joseph Griffin.



Topic 36. THE ADJECTIVE: *The, A, An.*

Observe:

- a. Here was a poet, singer, and actor.*
- b. Here were a poet, a singer, and an actor.*
- c. The red, white, and blue flag is mine.*
- d. The red, the white, and the blue flags are mine.*
- e. Smith was a learned and wealthy man.*
- f. Smith was a learned and a wealthy man.*

Note that sentence *a* speaks of one person only, who was himself poet, singer, and actor; that the adjective *a* is used once only. **Note** that sentence *b* speaks of three persons, one of whom was a poet, another a singer, and a third an actor; that the adjective *a* is used three times, once for each person.

Note that sentence *c* speaks of one flag only, one of three colors; that the adjective *the* is used once only. **Note** that sentence *d* speaks of three flags, each of a different color; that the adjective *the* is used three times, once for each flag.

Note that sentence *e* speaks of one person only; that the adjective *a* is used only once. **Note** that in sentence *f* the adjective *a* is used twice. This is incorrect construction because it implies that Smith was two men, which is absurd.

In referring to one unit, use *the, a, or an* only once; in referring to more than one unit, use *the, a, or an* as many times as there are units.

A. Tell whether one unit or more than one is meant:

- | | |
|------------------------------|-------------------------------------|
| 1. A sour and a sweet apple. | 4. The upper and the lower shelves. |
| 2. A long and crooked road. | 5. A quick and clever trick. |
| 3. A clear and cool stream. | 6. A quick and a clever trick. |

7. The inner and the outer bark. 9. A wet and a dry summer.
8. A black and white cat. 10. A wet and hot season.
11. The architect, the contractor, and the builder will be here.
12. The architect, contractor, and builder will be here.
13. I have a blue, a white, and a striped shirtwaist.
14. I have a blue and white striped shirtwaist.
15. We travelled to the north, to the south, and to the east.
16. The winds from the north and the west are strong and cold.
17. The wife, mother, and angel of this household should be highly honored.
18. The beginning and the end of the story attracted attention.
19. Every progressive country must have a foreign and a domestic commerce.
20. The Peabody Library contains the oldest and the newest editions of Poe's works.
21. I took with me a Sunday and holiday outfit.
22. I took with me a Sunday and a holiday outfit.
23. We met to honor the memory of a great and virtuous man.
24. We met to honor the memory of a great and a virtuous man.
25. A gold and silver mounted trophy stood on the platform.
26. A gold and a silver mounted trophy stood on the platform.
27. A black and white cow grazed in the valley.
28. A black and a white cow grazed in the valley.
29. The preacher, poet, and linguist commanded our attention.
30. The preacher, the poet, and the linguist commanded our attention.

Note that the possessive pronoun similarly controls the number of units meant:

Your friend and benefactor will be here. (One person.)

Your friend and your benefactor will be here. (Two persons.)

(107) Topic 37. WORD STUDY: Choice of Words. (130)

Observe:

- a. *Thirty of the forty men were sick, the balance reported for duty.*
- b. *Thirty of the forty men were sick, the rest reported for duty.*

Note that there is but one number, or its equivalent, that can balance with *thirty*, and that is another thirty. Though balance has a commercial application, it is occasionally used otherwise; but there is no need of stretching its meaning, so long as there are other words quite adequate. The use of *rest* in place of *balance*, sentence b, is more accurate.

Words must be chosen with reference to their precise meaning.

A. Replace the underscored with a more accurate word or expression:

(Consult the dictionary if necessary.)

1. If you report early you are liable to secure the position.
(You are liable to the extent of your obligation or your violation. See *apt*, *likely*, etc.)
2. Jane claimed that the birthplace of Napoleon was Corsica.
(You may claim what belongs to you. See *assert*, *affirm*, *maintain*, etc.)
3. The government has undertaken to learn the crippled soldiers all kinds of trades.
(One does not *learn* another person.)
4. "Yes," replied Max, "I still have a couple of dollars in the bank."
5. I am afraid you will find that steak a kind of tough.
6. The party that rode the bay horse is my uncle from Styx.
(*Party* has several meanings, not one of which applies well here.)
7. Miss Blye, our new teacher, is just perfectly splendid. Her eyes are elegant.
(A magnificent display is *splendid*, and the costumes are *elegant*.)

8. There were no less than seventy-five members present at the mothers' meeting.
(No *less* members?)
9. I expect that your cousin was a wild lad in his youth.
(Use another word of the same stem.)
10. The visitor from Niagara said that the Falls were perfectly lovely.
(Things that charm us may be *lovely*, not things uncommonly powerful or magnificent.)
11. Captain Doran seemed unusually well posted on conditions in Argentina.
(See suggestion to sentence 6.)
12. I don't remember tasting a more delightful lunch.
(*Delightful* to the mind; *delicious* to the body.)
13. Rowing and horseback riding are healthy exercises.
(I am *healthy*; that which contributes to my health is *healthful*.)
14. You made an awful mistake when you criticized your hostess' pie.
(The burning of the Iroquois Theatre was an *awful* sight.)
15. I, Luke, and Stephen are on the same team.
(Good form requires the speaker to mention himself last. In confessing a fault he should mention himself first.)
16. The fifty-seven Smiths are all friendly to each other.
(*Each other* refers to *two* only.)
17. Peter, James, John, and myself expect to go to Cornell.
18. I think the preacher meant Terry Gilligan and myself this time.]
19. We had a nice day; the weather was nice; the children also were nice all day; the girls wore nice dresses; the lecture was real nice; and the music was even nicer.
20. That kind of a chestnut is not fit to eat.
21. That sort of a bramble is called blackthorn.
22. These kind of chestnuts are not fit to eat.
23. These sort of chestnuts are not fit to eat.

(128) Topic 38. WORD STUDY: *Than, As, Like*.

Observe:

a. *The policeman blamed the chauffeur more than me.*b. *The policeman blamed the chauffeur more than I.*

Note that these two sentences do not mean the same thing, as is evident when the omissions are supplied. Thus:

c. *The policeman blamed the chauffeur more than he [the policeman] blamed me.*d. *The policeman blamed the chauffeur more than I blamed him [the chauffeur].*

Whether to use the nominative or the objective case depends entirely upon the use of the noun or the pronoun in the clause, expressed or understood, following *than*. When in doubt, the clause should be expressed.

A. Replace the dash by the appropriate pronoun in the parenthesis:

1. My brother Philip is much taller than ____ (*me, I*).
2. No one could have acted more cautiously than ____ (*she, her*).
3. Mr. Homer loved all of us boys, but ____ (*me, I*) more than ____ (*he, him*).
4. Cousin Jane owns considerably more property than ____ (*me, I*).
5. The people of San Domingo are much darker than ____ (*us, we*).
6. Are you any better than ____ (*they, them*)?
7. I think your sister is younger than ____ (*me, I*).
8. I am taller than ____ (*he, she*) and older than ____ (*she, her*).
9. Who is higher on that Civil Service list, ____ (*him, me, he, I*)?
10. Who is higher than ____ (*him, he*) on that Civil Service list?
11. If you know more than ____ (*us, we*), you are doing well.
12. The miners were quick to see the advantage, but the operators were shrewder than ____ (*they, them*).

Observe:

- e. She is as tall as he.*
- f. She is tall like him.*
- g. Hold the bat like Ruth holds it.*
- h. Hold the bat as Ruth holds it.*
- i. Wood is as dear as coal.*
- j. Wood is not as dear as coal.*
- k. Wood is not so dear as coal.*

Note that in comparisons with positive form only, *as*, sentence *e*, is a conjunction, and the noun or pronoun following it is the subject of a clause, part of which may be understood. Thus sentence *e* means: *She is as tall as he is*.

Note that *like*, sentence *f*, is a preposition (its usual office when it is not a verb); hence *him* is in the objective case, governed by the preposition *like*.

Note that *like*, sentence *g*, is a conjunction; this use of *like*, however, is not considered best usage—sentence *h* expresses the thought in better form.

Note that in affirmative comparison, as in sentence *i*, the adverb *as* before *dear* is correct; that in negative comparison, as in sentence *j*, the adverb *as* is not considered good form, and should be replaced by *so*. Sentence *j* should read as *k*.

B. Replace the dash by the appropriate word in the parenthesis:

- 13. Every man on your side is as tall as _____ (*me, I*).
- 14. No doubt Miriam is as well informed as _____ (*me, I*).
- 15. A fish catch _____ (*like, as*) that comes once in a lifetime.
- 16. You catch well but you don't run so fast as _____ (*he, him*).
- 17. Mammy cooked the hominy _____ (*like, as*) they cook it down South.
- 18. Booth playing _____ (*like, as*) Hamlet certainly looked the part.

19. You would have fared no better than _____ (*we, us*) had you been as reckless as _____ (*we, us*).
20. You have progressed as far as Mildred but not _____ (*as, so*) far as Anna.
21. We built our tents _____ (*like, as*) the dough-boys built them in the camps.
22. The wind is not blowing _____ (*as, so*) strong now _____ (*like, as*) it did all morning.
23. New York may not be _____ (*so, as*) large as many of the other States, but it is _____ (*so, as*) great as the greatest of them.
24. The English do not seem to have traffic regulations _____ (*as, like*) we have.

Topic 39. PROMISCUOUS ERRORS.

A. Correct each error and explain the correction:

- | | |
|----------------------------------|------------------------------------|
| 1. I am as good as him. | 16. Me and him came early. |
| 2. O he aint no good. | 17. The job aint done yet. |
| 3. He done nothin so far. | 18. Was not you and her there? |
| 4. Will I go along? | 19. Has the boys gone yet? |
| 5. Its a kind a cold. | 20. We choosed him for captain. |
| 6. The ice is terrible slippery. | 21. They thought it was us. |
| 7. You'll bust that ball. | 22. Lay down, you sassy cur. |
| 8. My wheel's all busted. | 23. Teacher, can I leave the room? |
| 9. Its time to go. | 24. She dont hear you. |
| 10. Yes, yes that's her. | 25. I want whats me own. |
| 11. Your not invited. | 26. For once you done right. |
| 12. Joe Cannon? That's me. | 27. He should have went earlier. |
| 13. Youse two cant play. | 28. You dont know nothing. |
| 14. Tess is smarter than her. | 29. There aint no use atalking. |
| 15. Who seen her? | 30. This scissors is too dull. |

31. Who spoke then? Him.
32. Them's my friends.
33. Whose It now?
34. Don't talk foolish.
35. Eagles flies high.
36. Was you at the game?
37. Cant you learn nothing?
38. Have you drank your soda?
39. Go in the house.
40. Where is he at?
41. Get off of that fence.
42. Treat him good.
43. Those kind are always dull.
44. You aint taller than me.
45. What's all these boxes for?
46. Them's for our play room.
47. Now you leave him alone.
48. Your dress is awful pretty.
49. She teached me to swim.
50. Now we're most finished.
51. He lives by his grandma.
52. What for do you come so soon?
53. Me and him belongs to the team.
54. What kind of a fellow are you?
55. There was only three problems right in your paper.
56. The boarder whats in my house is a salesman.
57. That's the littlest fish I ever seen.
58. You hadn't ought to talk before your asked.
59. You couldn't learn his name otherwise except by asking.
60. The chairman wanted you and I to serve on that committee.
61. You and me were chose to serve on that committee.
62. There was just two men left to tell the tale.
63. She acted like she was out of her mind.
64. Your park is neither as large nor as beautiful as ours.
65. I wished my mother was here to see youse all.
66. Miss Pace told Jesse and I to stay in the yard.
67. When we had all eat we started off for a hike.
68. All babies likes toys and likes to eat them.
69. The price of meat, milk, and potatoes have gone up again.
70. We all climbed up on the raft and dove in the water.

71. The life-guard he says you dassnt go near the ropes.
 72. If you'd throwed the ball right I'd a catched it.
 73. After that smash up the girls was all shook up.
 74. If your wheel ain't broke will you lets have the lend of it?
 75. We done as good as we knowed how.

76. From what country are each of your parents?
 77. Aint two tickets enough? The baby don't have to pay.
 78. She aint strong enough; let him and I lift it.
 79. I come quick and stopped at the grocers for sugar.
 80. As soon as I seen him I knowed he'd done it.

- | | | |
|-------------------|-------------------|-----------------------|
| 81. has ran | 86. had took | 91. will be wrote |
| 82. was eat | 87. had rang | 92. should have brung |
| 83. was drowneded | 88. was tore | 93. all frozed over |
| 84. had went | 89. is broke | 94. had fell down |
| 85. had growed | 90. will be shook | 95. might have rang |

B. Indicate the errors and recast the notes:

96. Dear teacher

The reason why Minnie was absent was because she scalded her hand and that aint all. Her hole arm is swelled. Do please forgive her

Yours truely

Mrs. Norton

97. Deer Teacher

Please let Tessie come home at two oclock as her farther want to take her to the aquarum with him for to see the new see lion
 Her Mother

98. NOTICE:—Anybody wishing to join the Hike Club let them leave their intention in the class-box or give them to Ben Watson.

Topic 40. PUNCTUATION: Semicolon, Colon, Dash.

(A Review)

PUNCTUATION RULE 13: A semicolon is used before the words *as, namely, viz., e.g., for instance*, and the like, when they introduce an example.

PUNCTUATION RULE 14: A semicolon is used to separate the clauses of a sentence that are independent of each other.

Observe:

*a. Attempt the end and never stand to doubt ;
Nothing's so hard, but search will find it out.*

—Herrick.

*b. Teach me to feel another's woe,
To hide the faults I see ;
That mercy I to others show,
That mercy show to me.*

—Pope.

*c. In autumn, when the wind is up,
I know the acorn's out its cup ;
For 'tis the wind who takes it out,
And plants an oak somewhere about.*

Note that sentence *a* is composed of two major divisions separated by a semicolon, and that each of the major divisions is composed of two minor divisions separated by a comma.

Note that sentences *b* and *c* are composed of two major divisions separated by a semicolon, and that each of the major divisions is composed of two minor divisions separated by a comma.

PUNCTUATION RULE 15: A semicolon is used to separate the major divisions of a sentence, when the minor divisions are set off by a comma.

Note that in sentence *i* there is break in the thought, and that the break occurs at the dash; that in sentence *j*, where the dash appears, there is a break or pause of greater length than would be made if a comma were used; that in sentence *k* there is an intentional suspension, and in sentence *l* there is an intentional omission.

PUNCTUATION RULE 18: A dash is used to denote a break in the sentence, a pause, a suspension, or an omission intentionally made.

A. Quote the rule that applies to each punctuation:

1. "Be wise with speed; a fool at forty is a fool indeed."—*Young*.
2. "The only amaranthine flower on earth is virtue; the only lasting treasure, truth."—*Cowper*.
3. "He most lives who thinks most, feels the noblest, acts the best."
—*Baile*.
4. "Persons who can only be graceful and ornamental—who can give the world nothing but flowers—should die young."
—*Hawthorne*.
5. Said the speaker with great emotion: "Men will wrangle for religion, write for it, fight for it, anything but—live for it."
6. Those who pretend to love peace should remember this maxim:
"It is the second blow that makes the battle."
7. "The house trembled, the walls shook, the floor came up, the ceiling came down, the sky split—Bang!"
8. He's an ill boy that goes like a top—only when he is whipped.
9. "In words, as fashions, the same rule will hold,
Alike fantastic, if too new or old;
Be not the first by whom the new are tried,
Nor yet the last to lay the old aside."—*Pope*.
10. "Pansies, lilies, kingcups, daisies—
Let them live upon their praises."

B. Punctuate, and state the rule applied:

11. Franklin Washington Webster and Lincoln have been called the four greatest Americans
12. Benedict Arnold the notorious traitor died in a gloomy little room in London
13. Children was it yesterday we heard the sweet chimes over the bay
14. Glass is hard smooth transparent brittle and colorless
15. My mother gave me strict instructions to ventilate the rooms to sweep the floors and to dress the beds
16. Many a nickle makes a mickle was a frequent saying of Franklins
17. Ernest young though he was knew that it wasn't safe to mount a bronco
18. As we sped along in the cars we saw vast fields of wheat oats and barley
19. We may still see in Rome the ruins of many temples palaces public buildings and private houses in which the ancient Romans lived
20. I beg your pardon Sir for not answering your letter sooner
21. Who gives himself with his alms feeds three
 Himself his hungry neighbor and me
22. I have seen wicked men and fools a great many of both and I believe that they both get paid in the end but the fools first
23. Have you ever stopped to think how the red tide which we call "blood" courses through the body supplying it with very life power So the red in the flag is the symbol of the life and *courage* of the nation White symbolical of purity may well be the symbol of the nation's *honor* And blue so aptly suggested in "true blue" is symbolic of the nations *patriotism*

C. Punctuate the selection, and quote the rule applied:

COMFORTS IN OLD AGE

You are old Father William the young man cried
The few locks which are left you are gray
You are hale Father William a hearty old man
Now tell me the reason I pray

In the days of my youth Father William replied
I remembered that youth would fly fast
And abused not my health and vigor at first
That I never might need them at last

You are old Father William the young man cried
And pleasures with youth pass away
And yet you lament not the days that are gone
Now tell me the reason I pray

In the days of my youth Father William replied
I remembered that youth could not last
I thought of the future whatever I did
That I never might grieve for the past

You are old Father William the young man cried
And life must be hastening away
You are cheerful and love to converse upon death
Now tell me the reason I pray

I am cheerful young man Father William replied
Let the cause thy attention engage
In the days of my youth I remembered my God
And He hath not forgotten my age

—Robert Southey

DEFINITIONS

A **sentence** is a group of words so arranged as to make sense.

A sentence is **declarative** when it makes a statement.

A sentence is **interrogative** when it asks a question.

A sentence is **imperative** when it expresses a command or a request.

A sentence is **compound** when it is composed of two or more independent clauses connected by a coordinate conjunction.

A sentence is **complex** when it is composed of a chief clause and one or more subordinate clauses.

A clause is **adjective** when it modifies a noun or a pronoun.

A clause is **adverbial** when it modifies a verb or an adjective.

A clause is **nounal** when it is used as the subject, the object, or the predicate nominative.

A word is a **noun** when it is used as the name of something.

A noun is **common** when it is used as a general name.

A noun is **proper** when it is used as a special name.

A noun is **collective** when it denotes a group of individuals.

A word is a **pronoun** when it is used instead of a noun.

A pronoun is **personal** when it denotes the speaker, the person spoken to, or the person or thing spoken of.

A pronoun is **relative** when it replaces its antecedent and unites the different clauses of a sentence.

A pronoun is *interrogative* when it is used in asking a question.

Person is that form or use of the noun or pronoun which denotes: (1) the person as speaking, (2) the person or thing as spoken to, or (3) the person or thing as spoken of.

Number is that form or use of the noun or pronoun which denotes one or more than one.

Gender is that form or use of the noun or pronoun which denotes sex.

Case is that form or use of the noun or pronoun which denotes its relation to other parts of the sentence.

A word is a *verb* when it is used to show action or being.

A verb is *regular* when it adds *d* or *ed* to the present tense in forming the past tense and the past participle.

A verb is *irregular* when it does not add *d* or *ed* to the present tense in forming the past tense and the past participle.

Voice is the form or use of the verb which represents the subject as doing the action or as receiving the action.

Tense is the form or use of the verb which denotes the time of the action or being.

Mood is a manner of speech suggested by the form or use of the verb in the sentence.

A word is an *adjective* when it is used to modify the meaning of a noun or a pronoun.

An adjective is *descriptive* when it describes.

An adjective is *quantitative* when it refers to number or quantity.

An adjective is *demonstrative* when it points out.

An adjective is *interrogative* when it is used in asking a question.

An adjective is *pronominal* when it is used to stand for a noun.

Comparison is the variation of the adjective to express quantity or quality in different degrees.

A word is an *adverb* when it is used to modify the meaning of a verb, an adjective, or another adverb.

A word is a *preposition* when it is used before a noun or a pronoun to show position or direction.

A word is a *conjunction* when it is used to connect sentences or corresponding parts of the same sentence.

A conjunction is *coordinate* when it unites independent words, independent phrases, or independent clauses.

A conjunction is *subordinate* when it unites a chief clause with its subordinate clause.

A word is an *interjection* when it is used merely to express a strong feeling.

A word is a *verbal* when it is a verb-form used not to assert action or being, but merely to imply it or to speak of it in a general way.

A group of words is a *phrase* when it contains neither subject nor predicate, and is equivalent to a single part of speech.

A phrase is *adjective* when it modifies a noun or pronoun.

A phrase is *adverbial* when it modifies a verb or an adjective.

A phrase is ***compound*** when it consists of two or more phrases connected by a conjunction.

A phrase is ***complex*** when it consists of a chief phrase and one or more subordinate phrases.

A phrase is ***nounal*** when it is used as the subject, the object, or the predicate nominative.

SYNTAX

Rule 1. A verb must agree with its subject noun or pronoun in person and number.

Rule 2. When a verb has two or more nominatives connected by *and*, it must agree with them in the plural number.

Rule 3. When a verb has two or more singular nominatives connected by *or* or *nor*, it must agree with them in the singular number.

Rule 4. A noun or pronoun that is the subject of a verb must be in the nominative case.

Rule 5. A pronoun must agree with the noun for which it stands in person, number, and gender.

Rule 6. When a pronoun stands for two or more singular nouns connected by *and*, it must agree with them in the plural number.

Rule 7. When a pronoun stands for two or more singular nouns connected by *or* or *nor*, it must agree with them in the singular number.

Rule 8. A preposition governs the objective case.

Rule 9. A noun or a pronoun used to explain a preceding noun or pronoun must be put by apposition in the same case.

Rule 10. The predicate nominative must be in the nominative case.

Rule 11. The pronominal adjectives *each*, *every*, *one*, *any*, *either*, and *neither* have a singular significance and require a singular construction; the pronominal adjectives *all*, *both*, *some*, *many*, *few*, and *several* have a plural significance and require a plural construction.

Rule 12. When the subject is a collective noun and the sense suggests plurality, the verb must be in the plural number; but when the sense suggests unity, the verb must be in the singular number.

Rule 13. When a collective noun suggests unity, the pronoun must be in the singular number; but when it suggests plurality, the pronoun must be in the plural number.

Rule 14. Some verbs, especially *bid, dare, feel, hear, let, make, need, see*, and their participles, may take the infinitive after them with the *to* understood.

Rule 15. When verbs are connected by a conjunction they must either agree in mood, tense, or form, or have separate nominatives expressed.

Rule 16. Active-transitive verbs and their verbals govern the objective case.

Rule 17. A noun or pronoun is put in the nominative case when its case depends on no other word in the sentence.

Rule 18. A noun or pronoun used to explain a preceding noun or pronoun is in apposition with the latter and is put in the same case.

Rule 19. When a compound subject is connected by a parenthetical conjunction, the verb agrees in number with the chief subject.

Rule 20. When a compound subject is connected by a correlative conjunction, the verb agrees in number with the subject nearest to it.

WORD RULES

1. A noun usually forms its plural by adding **s** to the singular.
2. A noun ending in **s**, **x**, **z**, **sh**, or **ch** (soft) forms its plural by adding **es** to the singular.
3. A noun ending in **y** preceded by a consonant forms its plural by changing **y** to **i** and adding **es**.
4. A noun ending in **f** or **fe** forms its plural by changing the ending into **v** and adding **es**.
5. A noun ending in **o** preceded by a consonant forms its plural by adding **es**.
6. A noun (singular or plural) not ending in **s** forms its possessive by adding an apostrophe and **s**.
7. A noun (singular or plural) ending in **s** forms its possessive by adding an **apostrophe**.
8. A word of one syllable ending in a single consonant preceded by a single vowel doubles that consonant before adding a suffix beginning with a vowel.
9. A word of more than one syllable accented on the last syllable ending in a single consonant preceded by a single vowel doubles the final consonant before a suffix beginning with a vowel.
10. A word ending in silent **e** retains the **e** before a suffix beginning with a consonant, and drops the **e** before a suffix beginning with a vowel.
11. A word ending in **y** preceded by a consonant changes **y** to **i** before a suffix other than **ing**; words ending in **y** preceded by a vowel retain the **y**.

CAPITALIZATION

Rule 1. Begin with a capital the names of the days of the week, the months of the year, holidays, holy days, and great events.

Rule 2. Begin with a capital the first word of every sentence.

Rule 3. Begin with a capital the first word of every line of poetry.

Rule 4. Begin with a capital all names of persons and places, and the words formed from them.

Rule 5. Write the words *I* and *O* as capitals.

Rule 6. Begin with a capital every quotation.

Rule 7. Begin with a capital every name and title of the Deity.

Rule 8. Begin with a capital every title of honor and respect.

Rule 9. Begin with a capital the important words in the title of a book, or in the subject of any other composition.

Rule 10. Begin with a capital the first word in the salutation of a letter and the first word in the closing of a letter.

Rule 11. Begin with a capital the words *North*, *South*, *East*, and *West* when they stand for sections of a country.

PUNCTUATION

Rule 1. A *period* is used after every declarative and every imperative sentence.

Rule 2. A *period* is used after every abbreviation.

Rule 3. A *hyphen* is used when the word is broken at the end of a line.

Rule 4. A *question-mark* is used at the end of every interrogative sentence.

Rule 5. *Quotation-marks* are used to enclose words given exactly as written or spoken by some other person.

Rule 6. An *apostrophe* is used to show the omission of one or more letters.

Rule 7. An *apostrophe* is used in a noun to show that it expresses ownership.

Rule 8. An *exclamation-mark* is used after a word, or group of words, expressing strong feeling.

Rule 9. *Commas* are used to set off the name of a person addressed.

Rule 10. *Commas* are used to separate the words of a series, and the distinct parts of the same sentence.

Rule 11. *Commas* are used to separate the parts of a sentence inserted for explanation.

Rule 12. *Commas* are used to separate the parts of a broken quotation from the rest of the sentence.

Rule 13. A **comma** is used after a subordinate clause when it precedes the chief clause.

Rule 14. **Commas** are used to separate the parenthetical subject from the chief subject.

Rule 15. A **semicolon** is used before the words **as, namely, viz., e.g., for instance,** and the like, when they introduce an example.

Rule 16. A **semicolon** is used to separate the clauses of a sentence that are independent of each other.

Rule 17. A **semicolon** is used to separate the major division of a sentence, when the minor divisions are set off by a comma.

Rule 18. A **colon** is used to introduce examples or a series of details when words like **as, namely, viz., e.g.,** and the like, are omitted.

Rule 19. A **colon** is used to introduce a formal statement, a formal letter, or a formal quotation.

Rule 20. A **dash** is used to denote a break in the sentence, a pause, a suspension, or an omission intentionally made.

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